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ABSTRACT

Included in this final report of the K-14 three-year Penasco, New Mexico, career education project are presentation of the project's goals and objectives, description of general design and implementation procedures, lists of results and accomplishments, the third-party evaluation report, and conclusions and recommendations. General objectives listed are (1) to increase the self-awareness of each student and to stimulate favorable attitudes about the personal, social, and economic significance of work that will help develop skills to choose an appropriate career; (2) to make elementary students aware of the broad range of options open to them in the world of work; (3) to provide career orientation and exploratory experience for junior high school students; (4) to provide job preparation in a wide variety of occupations to students in grades 10-14, with special emphasis on work experience and cooperative educational opportunities for all students; and (5) to ensure placement of all students in either a job, postsecondary occupational training, or college. Conclusions cited in the evaluation report are that in the areas of development of favorable attitudes toward formal education, clear cut evidence of objective attainment is lacking, but that in the areas of developing appropriate decision-making skills and appropriate job skills the program was found clearly successful. Also noted is 100% participation of teachers in infusing career education into the regular curriculum following a change during the project from negative to positive teacher attitudes toward career education. (JT)

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FINAL REPORT

Project No. 502 V65 0020 (V361139)
Grant No. OEG-0-73-5302

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A Career Implementation Program for a Small Rural
School: Penasco, New Mexico

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The Project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Roger Labodda
New Mexico State Department of Education
Vocational Education Division
Santa Fe, New Mexico 87503

June 30, 1976

Volume One of Two Volumes

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FINAL REPORT

Covering the period from
July 1, 1973 to June 30, 1976

A Career Implementation Program for a Small Rural
School: Penasco, New Mexico

Conducted in

Penasco Independent School District #4
P. O. Box 318
Penasco, New Mexico 87553

by

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Onsite Project Coordinator

Table of Contents - Volume One

	Page
List of Figures	v
List of Appendices.	vi
SUMMARY	1
I. PROBLEM AREA OF GOAL DIRECTION.	7
II. GOALS AND OBJECTIVES OF THE REPORT	9
A. Objectives	9
B. Working Goals.	10
III. GENERAL PROJECT DESIGN AND PROCEDURES	12
A. Project Design.	12
1. PENCEP Target Model	12
2. PENCEP Organization/Function Chart.	12
3. PENCEP Circle Model	12
4. The PENCEP Process.	12
5. Project Sustaining.	12
B. Implementation Procedures	53
1. Project Staff	53
a. Personnel	53
b. Offsite Staff Training.	54
2. Faculty/Administration.	54
a. Orientation and Workshop Training	54
b. Orientation Trips	59
c. Ongoing In-service Activities	60
d. Classroom Materials Articulation.	61
e. Teacher Coordinator Visitations	61
f. Teacher Resource Center	64

3. Student Class Fulfillment.	64
a. Target Population.	64
b. Fusion to the Subject Matter	64
c. Field Trips.	65
d. Student Media Center	66
e. Exploration/Evaluation Skills Center	67
f. Special Education Classes.	69
g. Bilingual Project Interaction.	69
h. Satellite Technology Demonstration	70
i. Ecology Careers Nature Trail	71
j. Artist-in-Residence Program.	72
k. School/Community Newspaper	72
4. Guidance Counseling and Placement.	73
a. Responsibility for Career Guidance Counseling. . .	73
b. Placement Responsibility	74
c. Placement Activity	74
5. Work Study	75
a. Year One	75
b. Year Two	76
c. Year Three	78
6. Community Interaction.	79
a. The Advisory Committee	79
b. Work Study Self-sustaining Development Proposal. .	81
c. The Penasco Valleys Arts and Crafts Fairs.	82
7. Dissemination.	83
a. Public Relations	83
b. Offsite Dissemination.	84

c.	"The PENCEP Process" Book.	85
d.	"The PENCEP Process" Slide/Tape Presentation . . .	86
e.	"A Partial Collection of Observed Activities Fulfilling Career Education in the Penasco Schools"	86
f.	Workshop/Conference Participation.	86
g.	Site Visitations	87
h.	Certificates of Appreciation	87
IV.	RESULTS AND ACCOMPLISHMENTS OF THE PROJECT.	88
A.	The Overall Accomplishments	88
B.	The Unfulfilled Challenges.	88
1.	Self-sustaining Work Study.	88
2.	Sequential Progressive Objectives	89
3.	Outreach Dissemination.	89
4.	Job Survival, Decision-Making Classes	89
5.	The Penasco Valley and School News.	90
C.	The Pragmatic Results	90
V.	EVALUATION.	93
A.	Third-party Evaluation Design	93
B.	Third-party Evaluation Design Revision.	93
C.	Final Evaluation Report	93
VI.	CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE .	288
A.	Resolution of Evaluation Contradictions	288
B.	Change Agent Installation Techniques.	289
1.	Respect for Teacher Individuality	289
2.	Unpressured Time Fulfillment.	289
a.	Teacher Self-realization.	289
b.	Elementary Student Advancement.	290

3. Effectiveness of Teacher Reinforcement.	290
C. Transportable Elements.	291
1. Change Agent Techniques	291
2. Significance of Media Center Simplicity	291
D. Self-sustaining Abilities of the Project.	292
1. Career Education Coordinator.	292
2. Classroom Fusion.	292
3. PENCEP Media Center	293
4. PENCEP Exploration/Evaluation Skills Center	293
5. Work Study.	293
6. Penasco Valleys Arts and Crafts Fairs	293
7. Teacher Reinforcement for Career Education Implementation.	293
8. New Teacher Orientation	294
E. Recommendations	294
1. Allow Time for Change Installation.	294
2. Evaluation of Year Thirteen	295
3. Use of Teacher Reinforcement as a Tool for Change	295
4. Do Not Subsidize Rural Work Study	295
5. Job Placement Service is Extraneous to Career Education	296
F. Local Media Conclusions	298

List of Tables and Illustrations

Figure	Page
1. PENCEP Target Model	13
2. PENCEP Organization/Function Chart.	14
3. PENCEP Circle Model	15
4. The PENCEP Process.	21
5. PENCEP Involvement Workshop Schedule.	57
6. PENCEP Classroom Materials Articulation	62
7. PENCEP Films - The Most Important Person.	63
8. Placement Summary	74
9. Work Study Dropout Rates.	79

Volume Two

List of Appendices

- A. PENCEP Elements/Outcomes Matrix
- B. A Partial Collection of Observed Activities Fulfilling Career Education in the Penasco Schools, Third Edition
- C. PENCEP Audio-Visual Materials
- D. Satellite Technology Demonstration
- E. Work Study Policy Handbook
- F. Commercial Solar Greenhouse Venture (exerpts from the minutes of the Advisory Committee)
- G. Wood Products Industry, Phase I, Feasibility (exerpts from the minutes of the Advisory Committee)
- H. Wood Products Industry, Phase II, Marketing and Logistics (exerpts from the minutes of the Advisory Committee)
- I. First, Second, and Third Annual Penasco Valleys Arts and Crafts Fairs - News Coverage
- J. Work Study Self-sustaining Development Proposal
- K. Representative Public Relations Articles
- L. The PENCEP Process, Slide/Tape Narration Script
- M. Evaluation Design
- N. Evaluation of Available Standardized Tests and Revision to Include Control School

SUMMARY

This is the Final Report of the Project, covering the three years from July 1, 1973 to June 30, 1976.

A. The definitive curriculum, attitudinal, and quantitative objectives are listed in Section II. The general objectives for the three-year project were:

1. To increase the self-awareness of each student, and to stimulate in each student favorable attitudes about the personal, social, and economic significance of work that will help develop the skills to choose an appropriate career.
2. To make elementary students aware of the broad range of options open to them in the world of work.
3. To provide career orientation and exploratory experience for junior high school students.
4. To provide job preparation in a wide variety of occupations to students in grades 10-14, with special emphasis on work experience and cooperative educational opportunities for all students.
5. To ensure placement of all students in either a job, a post-secondary occupational training program, or a college program.

B. The goals of the project were:

1. To sensitize teachers, counselors, and administrators to the need for maintaining and further developing self-awareness over the 12-year school experience, as opposed to the normal pattern of developing closure during these critical 12 years.
2. To make all elements of practical and academic education relevant to the individual lives of each student, within the four career life roles of occupation, family, leisure and community.
3. To develop within students an awareness of career and occupational activity that affects their lives from every direction, from the many occupations required in a community as small as Penasco, to the thousands of occupations required to build their cars, their appliances, and even the textbooks in their hands.
4. To develop a personally empathetic understanding of the many different factors that make up an occupation, along with the differing factors between occupations, in order that comprehensive assessment may be possible of any occupation that may interest them--instead of merely perceiving it as a potentially attractive job of work.

5. To realize that a career choice usually represents a life-style choice.

6. To be able to correlate the two factors of self-awareness and career awareness in such manner as to achieve a self-determined, realistic decision-making ability.

7. To emphasize that these goals are just as important for a college-bound student as they are for a student intending to go directly into the labor market.

C. Procedural steps followed in the three-year implementation of the above goals and objectives were:

1. Organize and train seven-member staff, assign responsibilities, and establish methods of ascertaining effectiveness and shifting course where needed to assure implementative fulfillment.

2. Assess and realign budget allocations to onsite requirements each fall, and again each spring for annual refunding purposes.

3. Undertake testing and measuring program to establish baseline and progress evaluation.

4. Complete Senior questionnaires, obtain student profiles of occupational aptitudes of seniors, dropouts, and pushouts for purposes of spring and summer placement each year: Initiate Kuder E Interest Inventory Surveys with Seniors, working back to complete the Inventories through Grade Seven by the close of Year Three.

5. Collect information on current operative projects, in and out of state, which relate to the project. Send members of staff, faculty, and administration to representative sites for first-hand information to be brought back and shared with others of implementive responsibility. Confer with state DE and national USOE leadership re progress, needs, and projections.

6. Engage in experimentation within the variety of materials and techniques to be used at K-12 levels. Determine, secure, and initiate working materials and methods for implementation.

7. Development of a comprehensive inventory within the school district to determine existing job markets, seasonal activities, analysis of post-school placement, and work history.

8. Amplify above to locate work study stations within the school district for Junior after-school work and in Taos for Senior one-day-a-week work. Develop work study policy and procedures including revision capability, and necessary reporting forms to initiate program in fall of Year One.

9. Build comprehensive Elements/Outcomes for 8 CE Elements across 13 grade levels.

10. Develop workshop training strategies and materials. Conduct comprehensive workshops for all teachers and administrators to introduce them to career education and the plan for fusion of objectives into the instructional curriculum beginning with the second semester of Year One. Conduct seminar-size workshops each fall for new teachers.
11. Provide class material amplification funding to teachers in response to their proposals for class fusion activities.
12. Establish and fund field trips for all students with their class teachers to afford onsite career education experience beyond this isolated, rural area.
13. Establish and conduct regular, followup inservice meetings to maintain stress on fusion of CE elements into academic and vocational classes.
14. Develop and operate PENCEP Teacher Media Center, including materials for planning career education field trips.
15. Develop and operate PENCEP Student Media Center at secondary level, so designed as to self-sustain after project close.
16. Develop and operate PENCEP Exploration/Evaluation Skills Center using Singer Vocational Evaluation Units, for hands-on experience, to self-sustain after project close.
17. Establish and contract for comprehensive third-party evaluation at the close of each school year. Since Penasco target population is 100% of students, secure cooperation of parallel control school district.
18. Set up, with equal representation for each category, a school/community Advisory Committee of 19 members.
19. Coordinate pre-established contract between Penasco Schools and Rocky Mountain Federation of States for satellite transmission of dramatized career education programming to the Junior High School level. Perform video-taping to continue programming after close of this one-year project.
20. Establish Student Council entrepreneurship operation of the High School concession stand as a sustaining work study operation.
21. Correlate the Career Education Project with the Bilingual Education Project to mutual interaction benefit.
22. Lay out and establish Ecology Careers Nature Trail adjacent to school campus.
23. Provide 50% funding, to be matched by school operations funding, to establish secondary school part-time Artist-in-Residence program to encourage secondary school art instruction.
24. Work closely with high school journalism department, to gain a more professional production toward the end of a Penasco Valley and School newspaper. To dual ends of school/community interaction and to fill the need of a local news media.

25. Initiate annual school/community Penasco Valleys Arts and Crafts Fair, along with independent committee to sustain Fair after loss of project leadership.

26. Prepare and disseminate informational materials including slide/tape presentations, throughout target area as well as to state and national interested parties.

27. Establish and maintain placement of seniors into post-graduate training, education, or jobs at the close of each school year.

28. Maintain stress on self-sustaining requirements of class fusion activity following project close. Primary Advisory Committee activity to be on securing local industry to sustain work study after loss of project subsidization.

D. The following results and accomplishments were achieved:

1. Completed 35-page statement of Goals and Objectives through the 8 career education elements to expected outcomes for each across the 13 grade levels.

2. Organized and completed a series of comprehensive orientation workshops for all faculty and administrators, with scheduled follow-up inservice sessions to work out problems as they arose.

3. Secured written statements of the manner of proposed achievement of career education goals and objectives through their particular classes and realms of affectiveness from each of the faculty and administration members attending the inservice workshops.

4. Devised a classroom materials articulation chart.

5. Faculty, administration, and project staff members went to 33 orientation/workshop trips.

6. Purchased and scheduled usage of kits, workbooks, and 50 4-minute "Most Important Person" films throughout K-6 elementary grades.

7. Set up a Teacher Resource Center with reference guides, activity cards, ERIC indices, field trip travel center, 76 16-mm films, 49 class use filmstrips, and associated materials.

8. Set up an increasingly well-used Student Media Center with 1623 Occupational File Reference Cards for reference retrieval use of media in the forms of filmstrips, cassettes, microfiche, briefs, and books.

9. Set up an Exploration/Evaluation Skills Center with 13 Singer Vocational Evaluation Units with scheduled use by all 8th and 9th grade students.

10. Integrated the 64 satellite dramatic-programmed videotapes for all 7th Grade students.
11. Students went on 114 career education sponsored field trips.
12. Devised progressive articulation of both elementary and secondary grades curriculum/fusion design and plan of implementation.
13. Fused career education through 100% of all teachers in all classes.
14. Implemented a work study program involving 83% of all Juniors in local after-school work and 83% of all Seniors in one-day-per-week, career-oriented work study in Taos.
15. Secured professional competitive job interviews for all work study students, as well as employer wage contributions as merit pay raises, along with decline in the number of work study dropouts.
16. Involved the Advisory Committee as a local "Chamber of Commerce" to set groundwork for establishment of commercial solar greenhouse and wood products industry to sustain work study after loss of project subsidization.
17. Initiated and provided organization for the first three Annual Penasco Valleys Arts and Crafts Fairs as a school/community cooperative event.
18. Initiated Penasco Committee for the Cultural Arts to sustain Fair after loss of project leadership. The third Fair was run by this committee with help, rather than leadership, from the project.
19. Devised an Organization/Function Chart that delineated project working responsibilities between school administration, project coordinator, teacher coordinator, job placement counselor, faculty, community and state.
20. Completed layout and site marking of PENCEP Ecology Careers Nature Trail, along with teacher guidebook and synch-sound slide/tape presentation.
21. Assisted establishment of a pre-vocational Metals Shop (no vocational metal shop in the school) as further hands-on exploration facility.
22. Negotiated and contracted for comprehensive third-party evaluation. Revised design to include control school in accord with first establishment of CE evaluation criteria by USOE.
23. Established Student Council management and operation of the High School Concession Stand as an entrepreneurial work study business.

24. Upgraded high school newspaper quality appearance toward partial community participation as a Penasco Valley and School Newspaper.
25. Participated in National Career Education Policy Resolution Mini-Conferences with Dr. Ken Hoyt in Washington, D.C.
26. Administered Kuder E Interest Inventory to grades 7-12, to be sustained at entering 7th Grade level.
27. Completed three annual editions of outstanding class activities for dual purpose of showing longitudinal thrust as well as public reinforcement of hard-working teachers.
28. Initiated and disseminated "Lo Que Pasa," a newsletter of happenings in the Penasco Careers Education Process.
29. Completed dissemination materials: PENCEP Target Model, PENCEP Circle Model, The PENCEP Process Brochure, The PENCEP Process Slide/Tape Presentation.
30. Hosted 167 visitors to the project, including one presentation to 44 members of the New Mexico Research and Study Council.
31. Delivered dissemination presentations to other state schools as well as state and national conferences.

E. The third-party evaluation was conducted by Kirschner Associates, Inc. of Albuquerque, a consultant firm that has performed many evaluations for various arms of HEW and OEO throughout the country. The evaluation was conducted with the cooperation of the Pecos, NM School District as a control school. The enclosed final report follows the original longitudinal design to measure the three-year overall process, including followup of graduated students.

F. Project Year Three broadened and firmed up the foundations established in Years One and Two. The project staff itself was surprised to discover the achievement of 100% fusion of all teachers in all classes by the end of the first semester of this last year. All components are established as self-sustaining with the exception of the subsidized work study. The school board has allocated funds to hire aides to continue operation of the Media Center and the Skills Center, and the School Administration has assigned administrative responsibility for sustaining those centers through logical faculty personnel. The Director of Instruction has assumed the additional responsibility of Career Education Coordinator to maintain the thrust of class activity fusion through the established cooperation of the principals and faculty. The PENCEP Advisory Committee is actively seeking outside work study sources to replace the project subsidy.

I. PROBLEM AREA OF PROJECT DIRECTION

The Penasco Independent School District is an unincorporated political subdivision serving some 27 "towns" or areas of homes in nine valleys of the Sangre de Cristo Mountains of northern New Mexico. The 800-square-mile area is accessible from four different state highways, but each route goes through a different mountain pass which often makes it inaccessible in winter snow storms. These passes range from 9,000 to 10,000 feet. There are no incorporated communities within the district. The population of the area is approximately 4,000, the towns ranging in size from 30 up to 600. Approximately 900 students attend the Penasco Public Schools and 100 students attend the St. Anthony's Parochial Elementary School. The largest employer of the area is the school system itself, followed by seasonal employment within the USDA District Forest Ranger's Headquarters for this portion of the Carson National Forest. The median family income of the area is \$5,308 with 35.8% of the working population having an income below the poverty level. The unemployment rate, even prior to the recession, was from 12 to 14%.

The majority of families were originally established here by the Conquistadores of the late sixteenth century. During the nineteenth century, the area was isolated for over a hundred years from both church and state. The culture derived from sixteenth century Andalusian Spain is still very strong, and the spoken Spanish is archaic sixteenth century Andalusian. In this respect the area is akin to that of the Elizabethan English pockets of Appalachia and the Cajun French areas of southern Louisiana. The student population is 95% Spanish, 4% "Anglo," and 1% Picuris Pueblo Indian. The Pueblo is the smallest in New Mexico with 86 residents.

Originally a farming and ranching area, there are very few families today that live from agriculture alone. Most families have a garden and a few head of cattle to supplement income from other sources. Aside from the short growing season at the 7,600-foot altitude of these heavily forested mountains, the majority of the land is now owned by the State or Federal Government and the Picuris Indian Pueblo Reservation. The total ad valorem taxes from land holdings is sufficient only to support two school custodians. The school is supported by state funding and federal assistance.

School graduate history averages 15% going on to college and 25% to vocational-technical schools. This is not due to negative attitudes toward mobility; 50% of those employed commute elsewhere for work, some driving a round trip of as much as 200 miles per day to work at the Cochiti Dam Site. Many commute to the molybdenum mines in Questa for a round trip of 100 miles, and many others work in the mines of western New Mexico and southern Colorado to return home for the weekends. Many families have moved elsewhere in the west, while retaining their local land and family ties.

One of the several challenges here is to prepare rural students, who do have the advantage of stable family life and background, to cope successfully with work life in metropolitan areas. Another challenge is

the obviously limited curriculum selection and vocational facility of a small school system, along with the lack of local work study and hands-on exploration experience as there are so few local businesses. The primary challenge is that of raising the level of aspiration of children whose parents are generally poorly educated and unable to conceive of high aspirations from their own frame of reference. Many of the large families have elderly parents with very low reading ability. Spanish is the first language of most homes, English is the predominant language of the schools. Forty-five percent of the families are on some sort of welfare, and some of the younger children are from third generation welfare homes. It is this pattern that career education needs to break through, first establishing the conceivability of aspiration, and then raising the level of aspiration to the level of each student's personal abilities.

II. GOALS AND OBJECTIVES OF THE PROJECT

A. Objectives

1. General Objectives

- a. To make elementary students aware of the broad range of options open to them in the world of work.
- b. To provide career orientation and exploration experience for junior high school students.
- c. To provide preparation in a wide variety of occupations to students in grades 10-14 with special emphasis on work experience and cooperative education opportunities for all students.
- d. To ensure the placement of all students in either a job, or a post-secondary occupational program.

2. Curriculum Objectives

- a. To increase the self-awareness of each student, to develop in each student favorable attitudes about the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.
- b. To increase the career awareness of elementary students in terms of the broad range of options in the world of work.
- c. To provide career orientation and meaningful exploratory experiences for students at the junior high level.
- d. To provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students at the senior high level.
- e. To provide a system of guidance, counseling, and education of opportunities for post-secondary or terminal training. Prior to graduation, or on termination, all students should have been specifically guided into a place for post-secondary training or a job. Any student who indicates that he is dropping out or has actually dropped out shall also be specifically guided into a training program or placed on a job. Follow-up counseling shall be offered to him by the vocational counselor.

3. Attitudes Objectives

- a. To become aware of occupational and employment opportunities in his area.

- b. To explore the fields in which occupational interest lies and to determine suitability for those areas.
- c. To expand knowledge and horizon of career opportunities, and to become realistically acquainted with requirements in attaining career goals.
- d. To become informed on the standards of a good employee.
- e. To develop more appreciation and understanding of the relationship between formal education and career success.
- f. To become aware of individual, natural endowments and learn to make full use of them.
- g. To acquire strong values of the pride, self-confidence, independence, and sense of fulfillment that satisfying work imparts to the human personality.
- h. To recognize the values and need that society places on individuals who contribute to the common welfare by their work.
- i. To gain experience in recognizing opportunities for advancements in places of employment and how to prepare to take advantage of those opportunities.
- j. To learn how to make logical and rational career choices, and to seek positions that will contribute toward personal happiness, enable him to carry family responsibilities, and to work for the good of his fellow men.

4. Quantitative Objectives

- a. To increase the average daily attendance.
- b. To decrease the dropout rate.
- c. To increase average academic achievement.
- d. To reduce the number of grade failures.
- e. To increase the number of parental conferences.
- f. To place all 100% of graduates and dropouts that seek employment within three years.

B. Working Goals

- 1. To sensitize teachers, counselors, and administrators to the need for maintaining and further developing self-awareness over the 12-year school experience, as opposed to the normal pattern of developing closure during these critical 12 years.

2. To make all elements of practical and academic education relevant to the individual lives of each student, within the four career life roles of occupation, family, leisure and community.
3. To develop within students an awareness of career and occupational activity that affects their lives from every direction, from the many occupations required in a community as small as Penasco, to the thousands of occupations required to build their cars, their appliances, and even the textbooks in their hands.
4. To develop a personally empathetic understanding of the many different factors that make up an occupation, along with the differing factors between occupations, in order that comprehensive assessment may be possible of any occupation that may interest them--instead of merely perceiving it as a potentially attractive job of work.
5. To realize that a career choice usually represents a life-style choice.
6. To be able to correlate the two factors of self-awareness and career awareness in such manner as to achieve a self-determined, realistic decision-making ability.
7. To emphasize that these goals are just as important for a college-bound student as they are for a student intending to go directly into the labor market.
8. To so involve the students, faculty, administration, and people of the community, that they will sustain the career education program beyond the conclusion of the three-year project funding.
9. To establish at least one successful school-community entrepreneurship that will not only carry but expand the enterprise, and thereby:
 - a. Provide a source of empirical learning opportunity in addition to normal curriculum.
 - b. Provide a local source of work study on-the-job training for a variety of exit skills.
 - c. Provide a source of shared funding to the school to cover otherwise non-operational funding for whatever further expenditures may be needed to maintain and enhance this career education as a sustaining growth process in the schools.

III. GENERAL PROJECT DESIGN AND PROCEDURES

A. Project Design

The basic design, and design growth modifications, are seen in the four figures immediately following:

1. PENCEP Target Model (Figure 1)

The basic theoretical model is shown on page 13. Note that this is identical to the Part C Taoscore Target Model in that the Project Coordinator for PENCEP originally developed the model when he was Director of the Taoscore Project. This portion of career education implementive growth has not changed; the basic target goals are identical.

2. PENCEP Organization/Function Chart (Figure 2)

The overall design of the project is based on the six primary sources of initiation input to project goals. This is a consolidation of the function of each source toward the fulfillment of teacher training to student impact goals, found on page 14.

3. PENCEP Circle Model (Figure 3)

The six progressive circles of this model, located on pages 15 through 20, illustrate the goals through the various implementive growth steps of the project. Note that each circle has an entering line from the previous circle and an exit line to the next implementive aspect of the project.

The eight working elements in Circle 2 are comprehensively structured into goal statements and concepts to be learned across the K-12 sequence in the 35-page PENCEP Elements and Outcomes found in Appendix A.

4. The PENCEP Process (Figure 4)

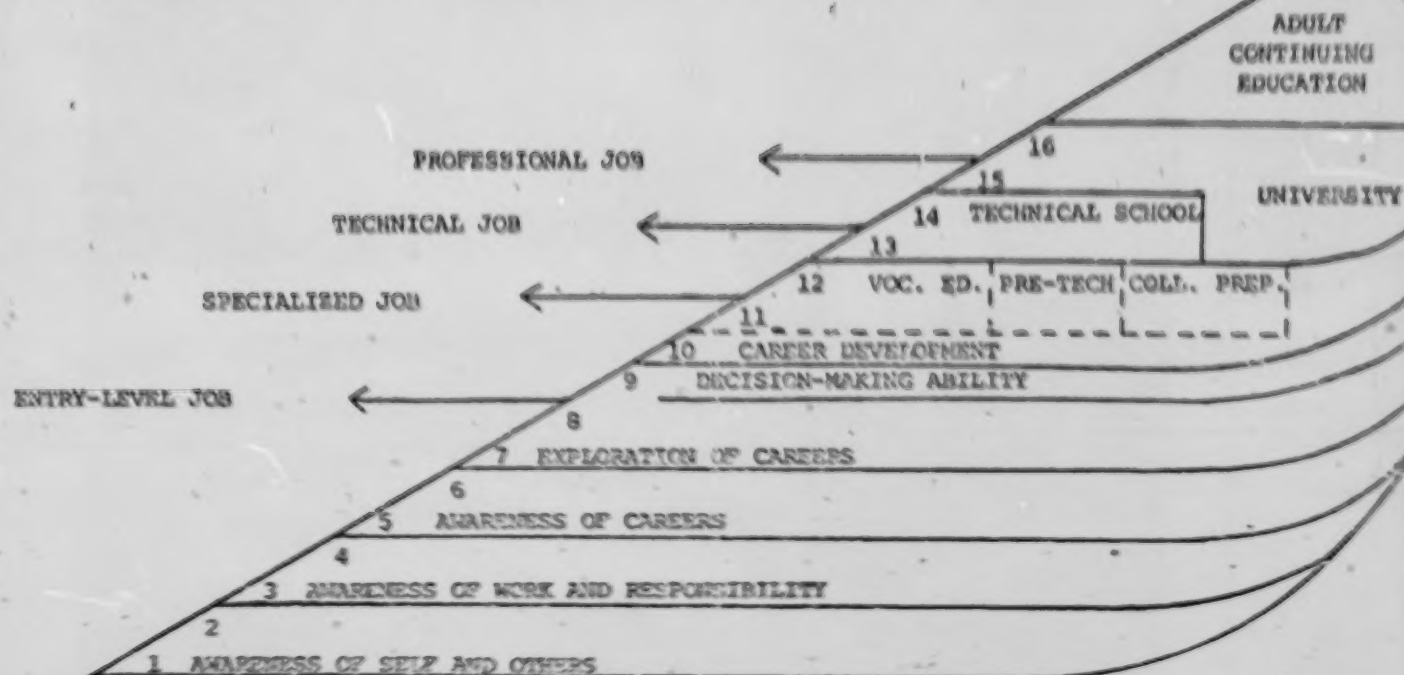
The most easily assimilated statement of the project design and overall approach is found in this brochure, located on pages 21 through 52. This is a deliberately informal, yet very comprehensive statement, designed for ease of reading as discussed in Part B. 7. under Dissemination.

5. Project Sustaining

One portion of the project design which is not apparent in the design documents is the emphasis on building toward a self-sustaining career education process. This point was introduced in the original orientation meeting. It was a pervading attitude throughout the implementation of the project. Aside from the proposal-fulfilled plan of work study, it was the criteria used to judge the validity of introduction of new aspects of career education to the schools: "Can the school sustain this without project subsidy? If not, is it wise to introduce it?"

CAREER LIFE ROLES

- Occupational
- Family
- Leisure
- Community



PENCEP

PENASCO CAREERS EDUCATION PROCESS - TARGET MODEL

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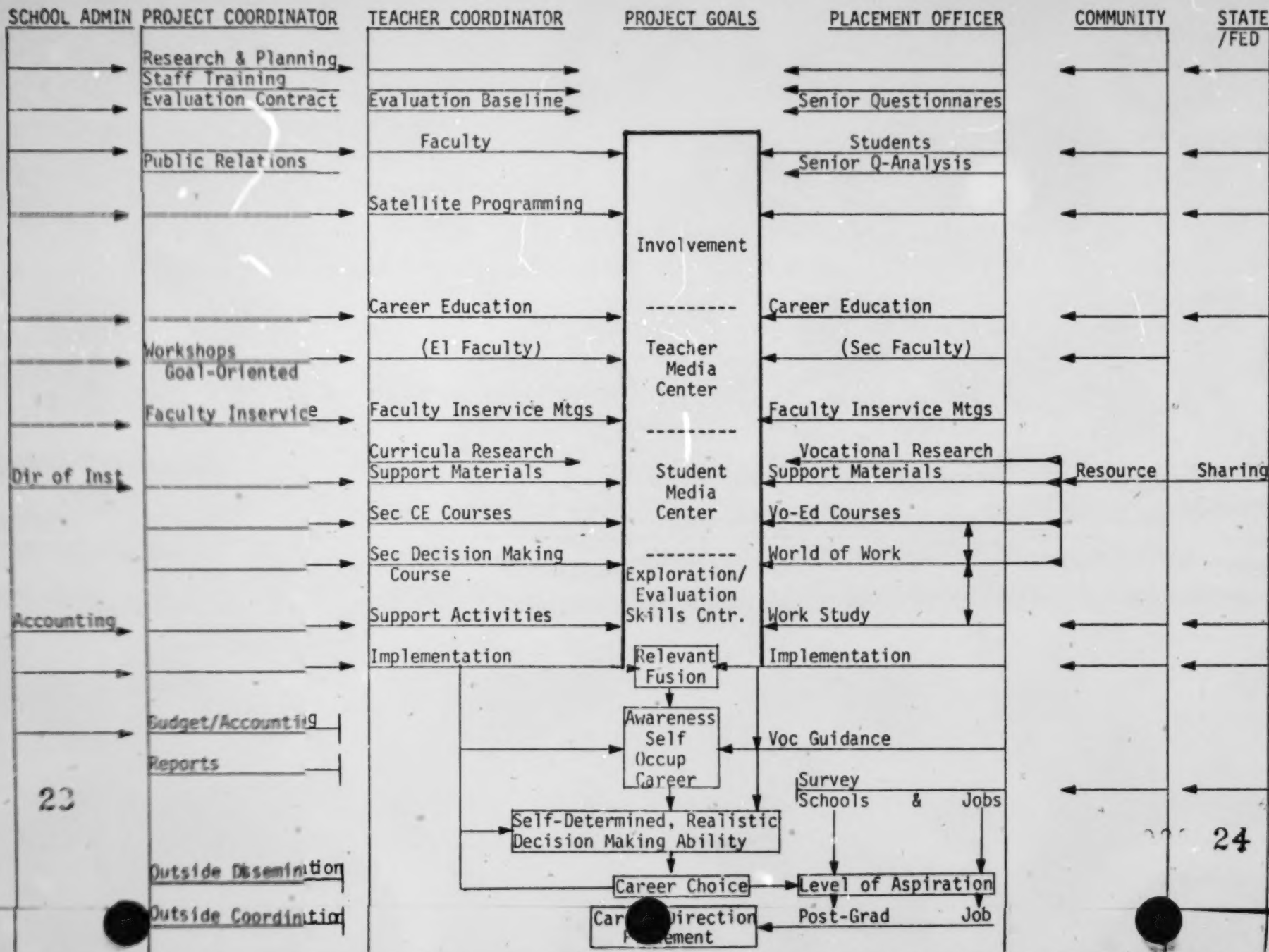


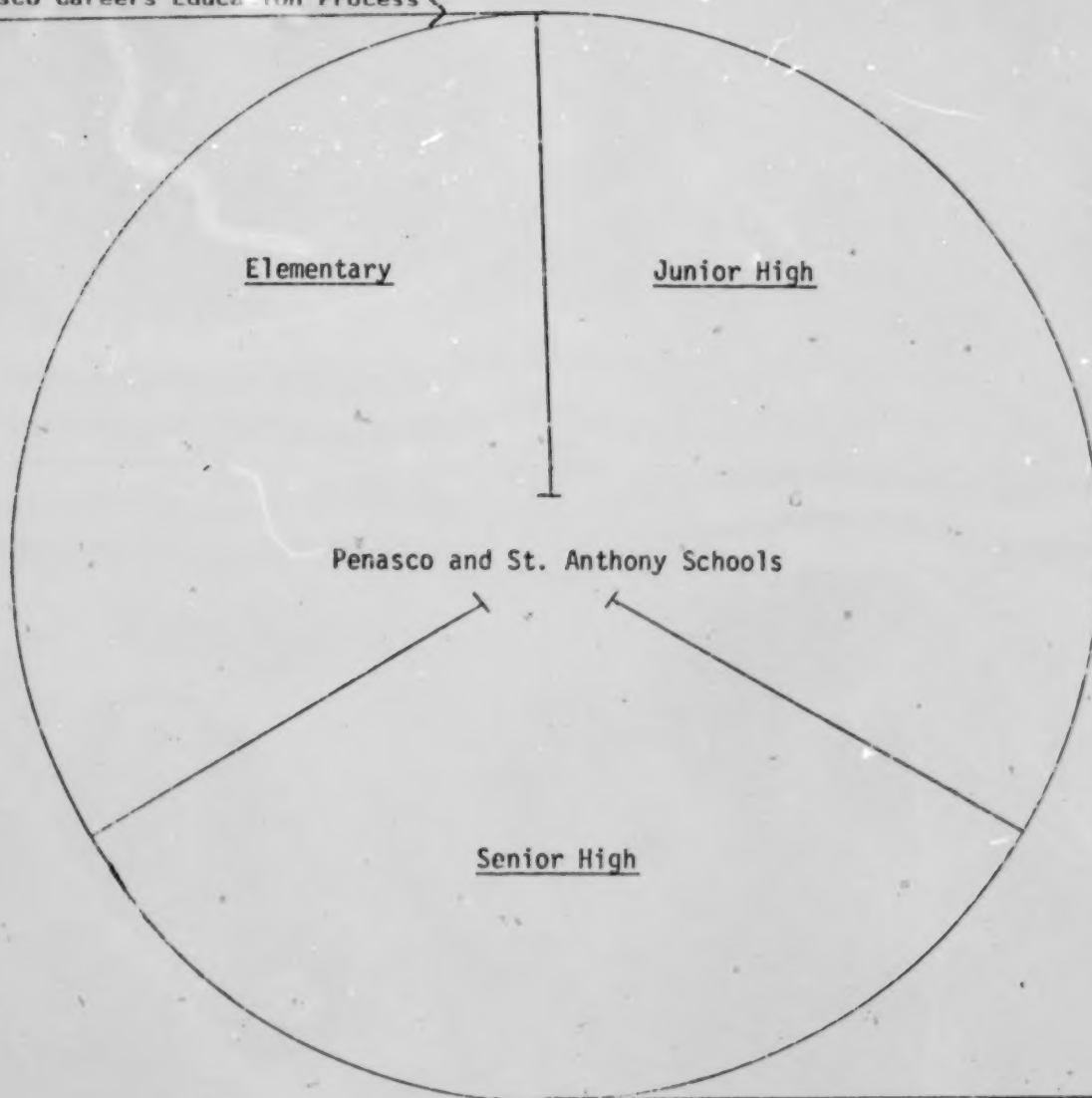
Figure 2

Figure 3

PENCEP CIRCLE MODEL
(1 of 6)

The PENCEP Goal

Penasco Careers Education Process

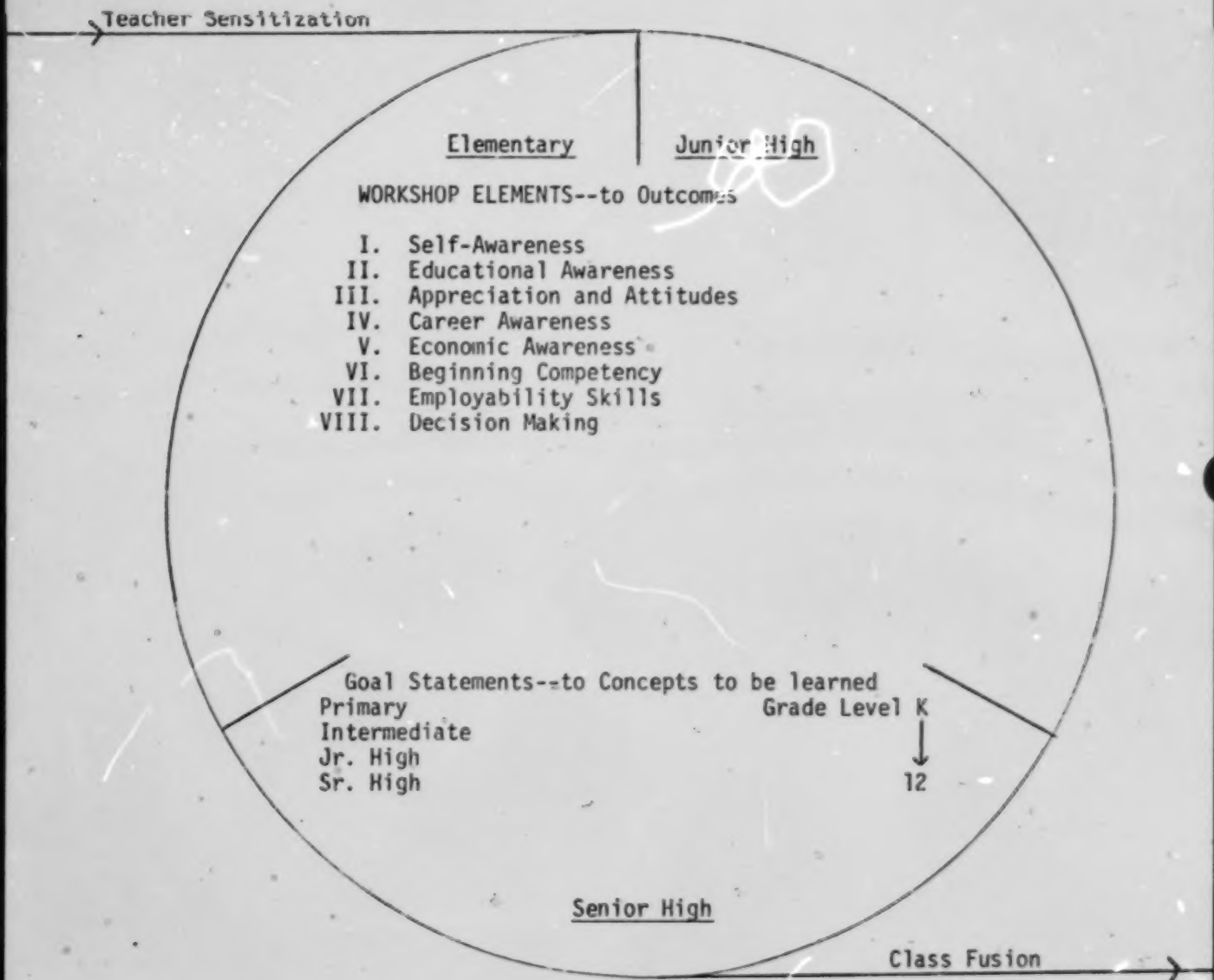


Self-determined Realistic Decision Making Ability

15-Figure 3

PENCEP CIRCLE MODEL
(2 of 6)

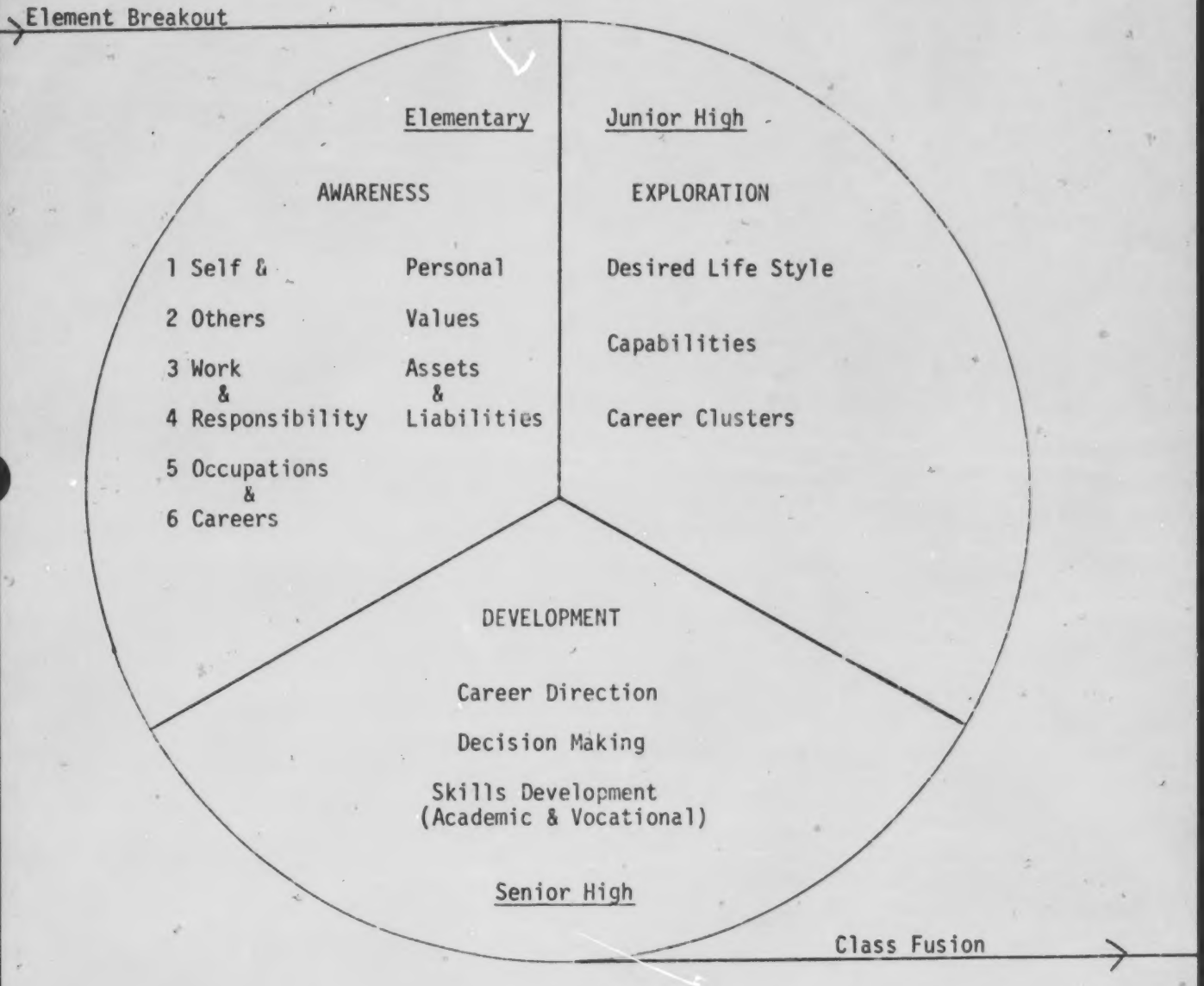
Working Elements



16 - Figure 3 (con't)

PENCEP CIRCLE MODEL
(3 of 6)

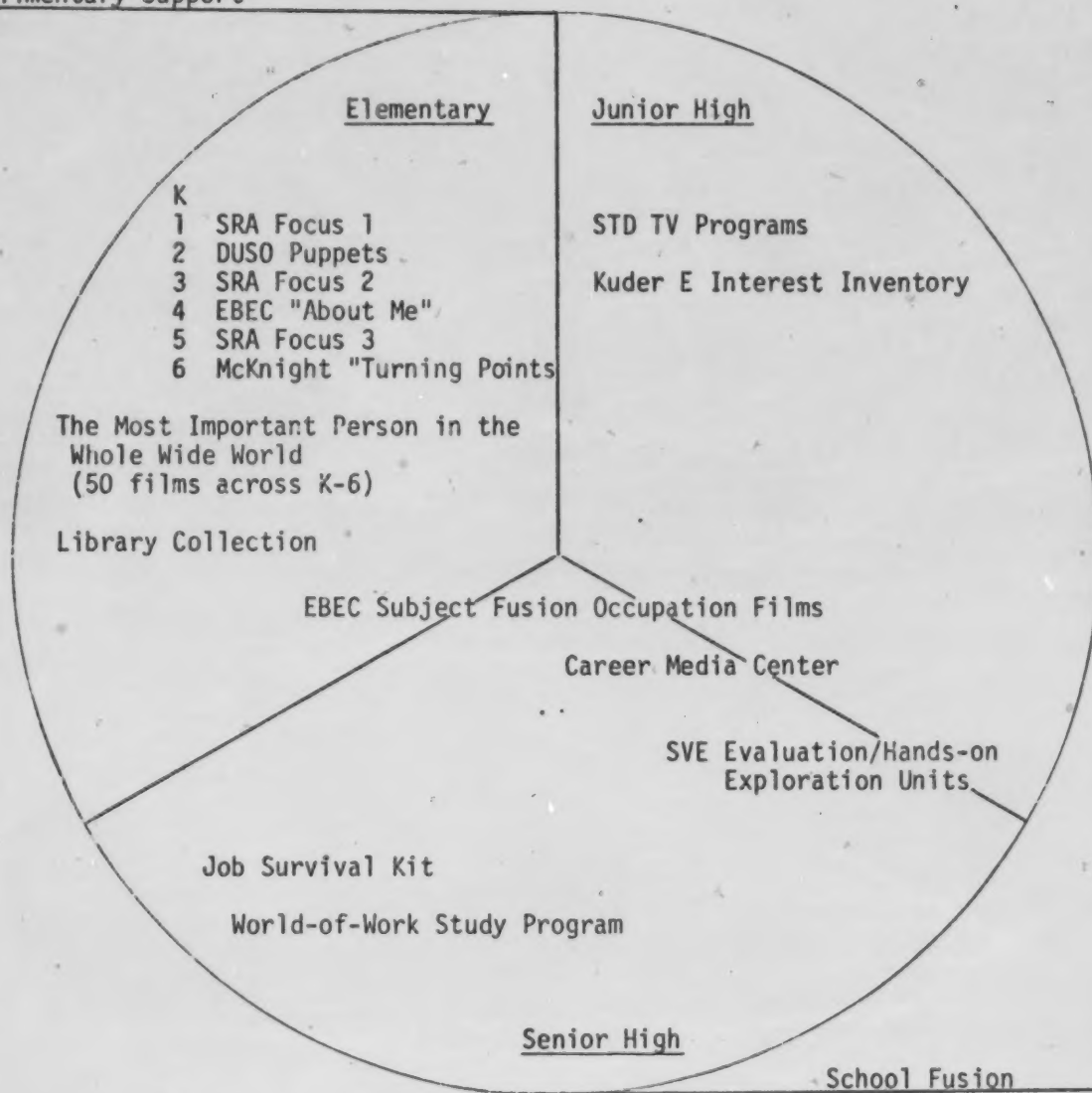
Progressive Elements



PENCEP CIRCLE MODEL
(4 of 6)

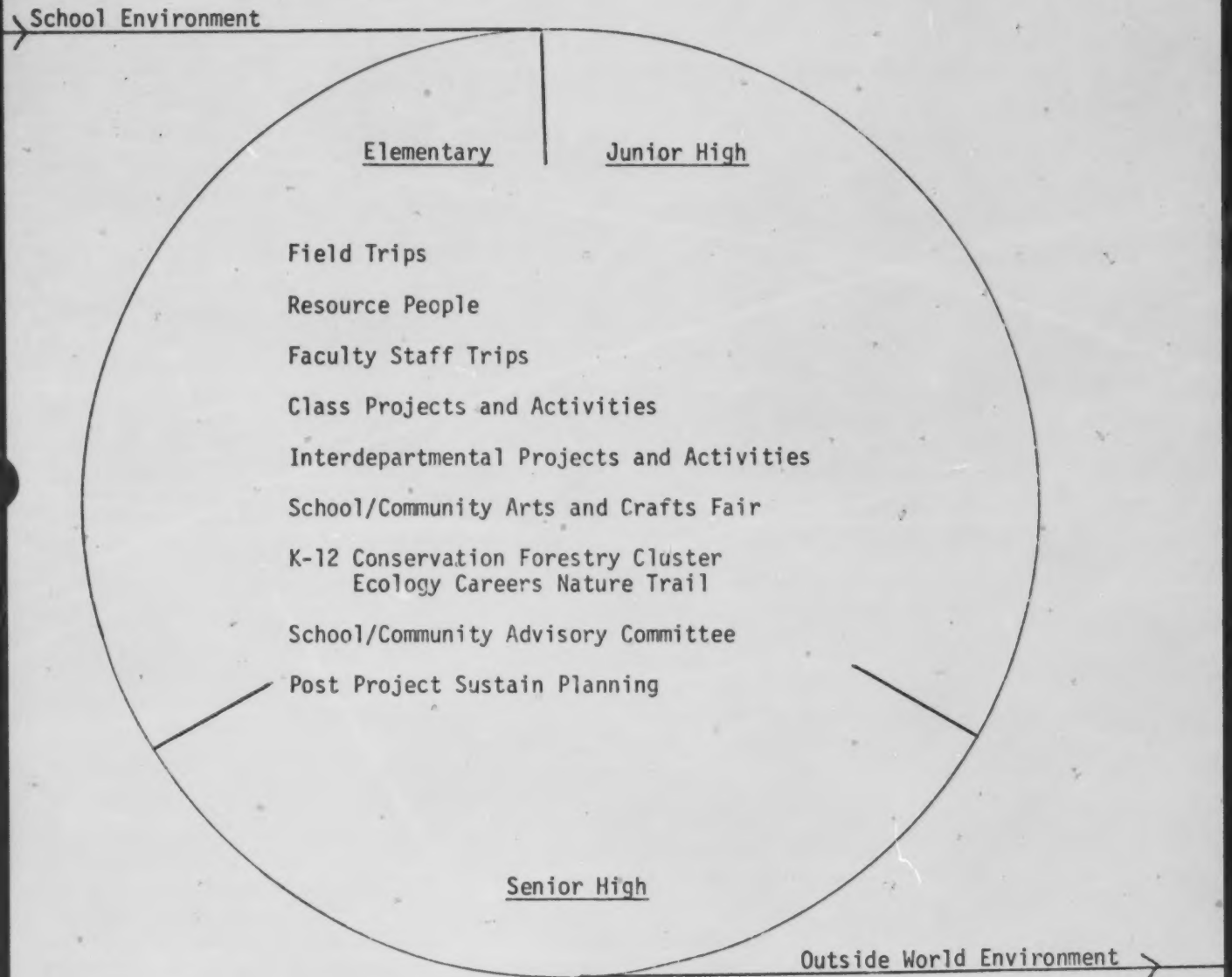
Supplimentary Support

Supplimentary Support



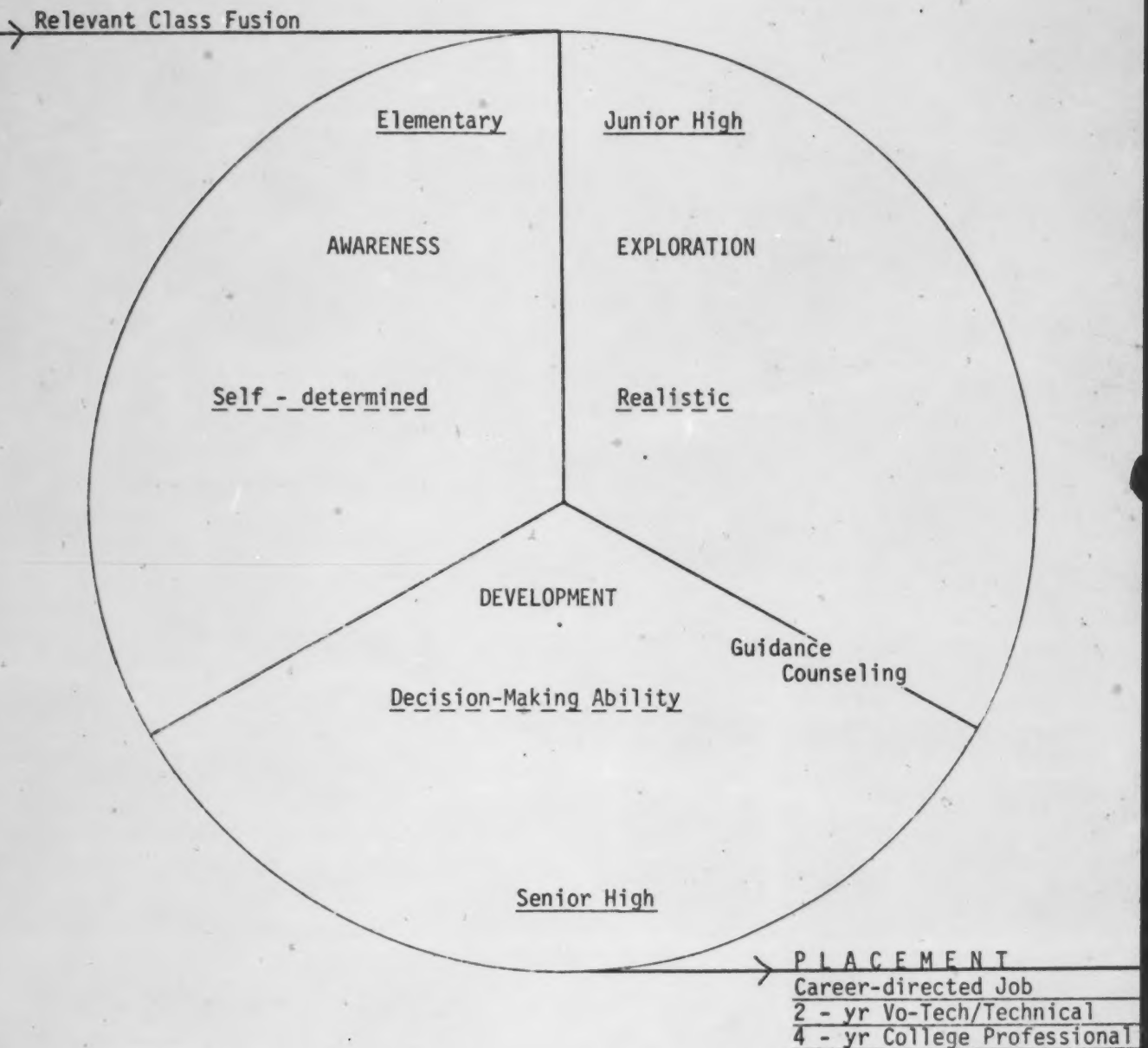
PENCEP CIRCLE MODEL
(5 of 5)

School/Community Interaction



PENCEP CIRCLE MODEL
(6 of 6)

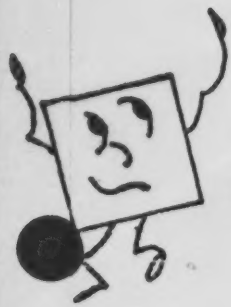
The PENCEP Goal



THE PENCEP PROCESS

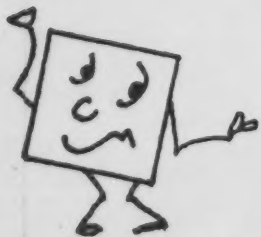


Everyone Needs Basic Education
Every ONE Needs Career Education



*Sounds like
double talk to me!*

*It's single
individual talk*



*But what's
the problem?*



*You are in trouble!
Open this book FAST!*

- 2 Why?
- 5 The Four Careers
- 6 The Goal
- 7 The Elements
- 8 The Individual
- 11 Academic Skills
- 13 Elementary Class Tools
- 14 Attitudes & Appreciations
- 15 Values
- 15 Education for Life
- 16 The Skills Center
- 20 Student Media Center
- 22 Work Study Program
- 24 Using What You've Got
- 25 Class Fusion
- 27 Advisory Committee
- 28 The Community
- 29 The Future
- 30 Pulling It All Together

I just graduated from high school!
Congratulations. What can you do?

Do? I can work.

Work at what?

This is a specialized company.



What did you study
in high school?

Nothing, I dropped
out.

Well you'd
better go to some
school and learn
something.



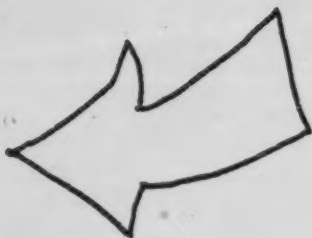
Sorry, we don't have any openings
for college graduates in your field.
Now if you were a technician...



Each year 750,000 general curriculum graduates leave high school totally unprepared for anything, not going on to school, not even knowing what kind of job they want to look for.



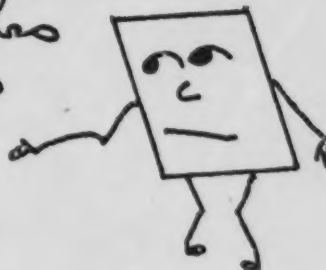
Each year 850,000 students drop out of public school, most found school irrelevant, what are they going to do?



Only 20% of the jobs in 1980 will require a college degree.



So far as work is concerned, school has been a waste of time for these kids.

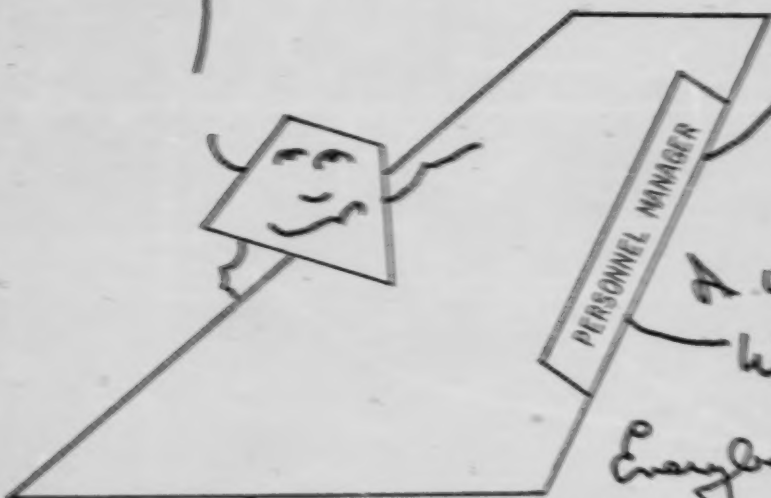


What kind of background
did you get in College?

Well, none really.

How about in High
School?

Well, none really.



Why did you leave
your last job?

Well...

I was fired.

Why?

Everybody was against me.



And what can you do??

Well, I don't know.

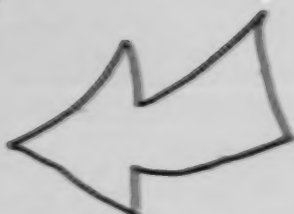
What would you
like to do?



I really don't know.



Each year 850,000 high school graduates enter college but do not graduate. Few had any specific goal when they entered.



9 out of 10 people are not fired from lack of skills but inability to get along with others.



Few students can identify their assets, their liabilities, or even the interests they would like to pursue for the rest of their lives.

But there's more to life than working

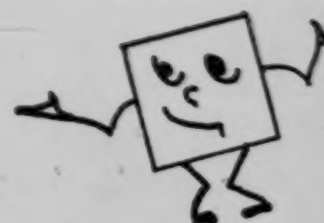


Yes Everyone has four Careers

Occupation
Family
Leisure
Community

But your occupation determines your lifestyle -

Are you going
to teach them
how to line?

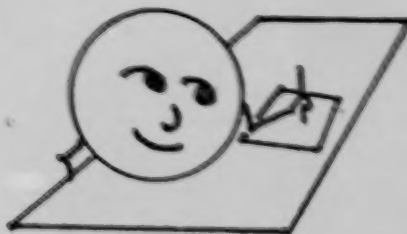


No way! We show
each one
how to decide
how he or she wants to line.

Most of your waking hours are spent working

So why not prepare for work you'll enjoy?

If you enjoy it, you'll be good at it.



Career Ed helps you to determine

Your interests

And what you do best.

How?

By combining Self-Awareness
with Career Awareness

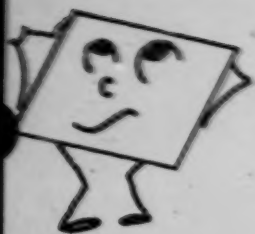
Self Awareness

Self-Determined, Realistic

Career Awareness

Decision Making Ability

3626 - Figure 4 (con't)



all right,
What's the PENCEP Process?

These 8 Elements

Self Awareness

Educational Awareness

Attitudes & Appreciations

Careers Awareness

Economic Awareness

Beginning Competency

Employability Skills

Decision Making



Pretty words, but -
what are they for?



By the time you finish school
they will help you:

Decide how you want to live,

Decide how you want to work in order

to live the way you want to,

And succeed in the work you want to do.

Basic education teaches from the past and the present.

Career Education teaches how to combine your interests

and background with your knowledge of the past and present

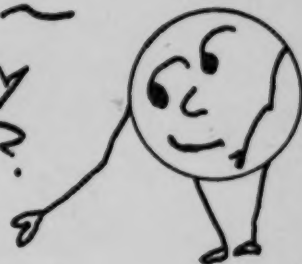
to best use in your own individual future.



What's all this individual stuff? Don't you teach all students the same way?



Basic Education does ~
But do they REALLY
look the same?

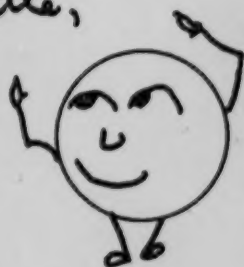


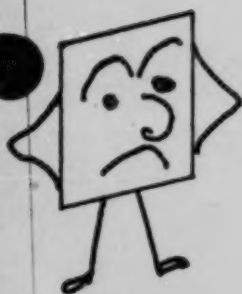
No, of course not!

Even when they're little,
they're different people.



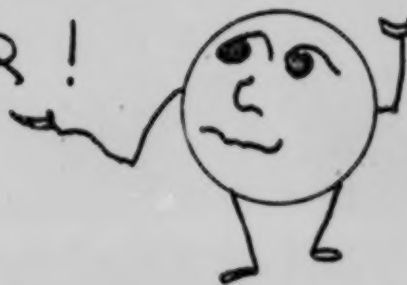
Why sure, they're
different people



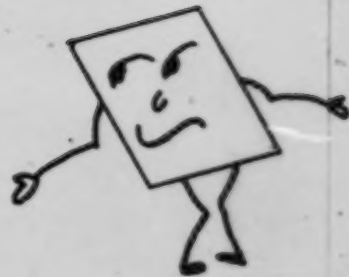


Wait a minute! You're not going to ask a little kid to decide what he's going to do for the rest of his life!?

No, not at all ~ but even little people have to make decisions, don't they? If we don't establish this awareness when they're little people, it will be too late when they're in high school!



How can you teach
Employability Skills
to little kids?



Isn't the ability to get along
with others an employability
skill? That's why he got
fired on page 4.



"Everybody was
against me."



How about Beginning
Competency in Elementary
School - Can you
handle that?

Simple:



Take reading, writing and arithmetic.

If students know why they need to learn them
for Beginning Competency in all jobs
then they pay more attention, try harder.

Hey kids, here's a prize
for anyone who can name
a job that doesn't
require arithmetic



(I haven't lost
the prize
yet)

housewife?



teacher?



actor?



fireman?



forest ranger?



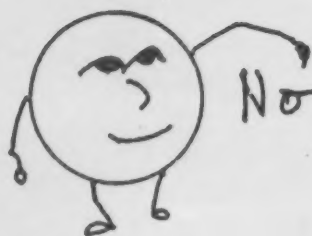
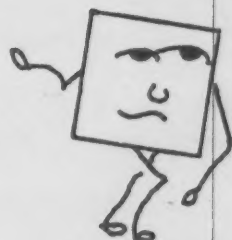
A give up!





Mostly we teach kids
about themselves

You mean you teach them
to consider themselves
before other people?



No, we teach them to
respect all people
including themselves.....

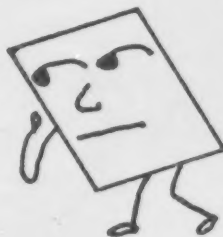
Tell me, who is the only person
who has to live with you

24 hours a day

7 days a week

for the rest of your life?

I'm the only one
who has to do that.



So, each one of us
is the most important
person.

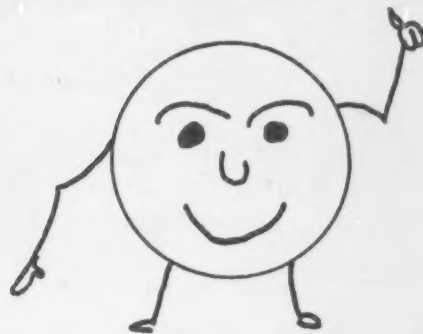


Here are the materials
we use
to learn about ourselves

- K-6 50 Most Important Person Films
- Grade 1 SRA Awareness Focus Kits
- Grade 2 DUSO Puppet Kits
- Grade 3 SRA Responding Focus Kit
- Grade 4 EBEC "About Me" Workbooks
- Grade 5 SRA Involvement Focus Kit
- Grade 6 McKnight "Turning Point" Workbooks

We can help the student
develop Attitudes and Appreciations
through Self Awareness...

Later in life,
strong personal values will help
them choose



The Career
that's right for them.
They will be able to balance needs
for:

Security Variety Advancement
Homelife
Wages
Status
Creativity
Responsibility



Those people on pages 2 and 4
didn't think about
these values
before looking for a job.

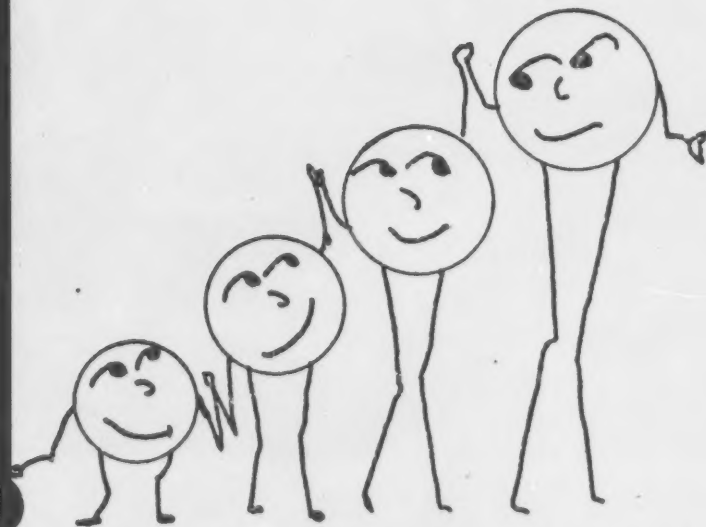


I think I see
where you're going...
but do you follow
this project
all the way through school?



Yep, and the graduate
uses it
the rest of his life...

Let's look at Jr.
and Sr. High
School

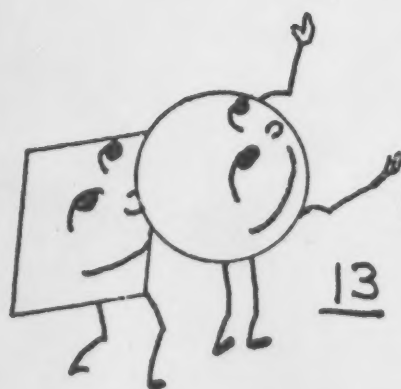
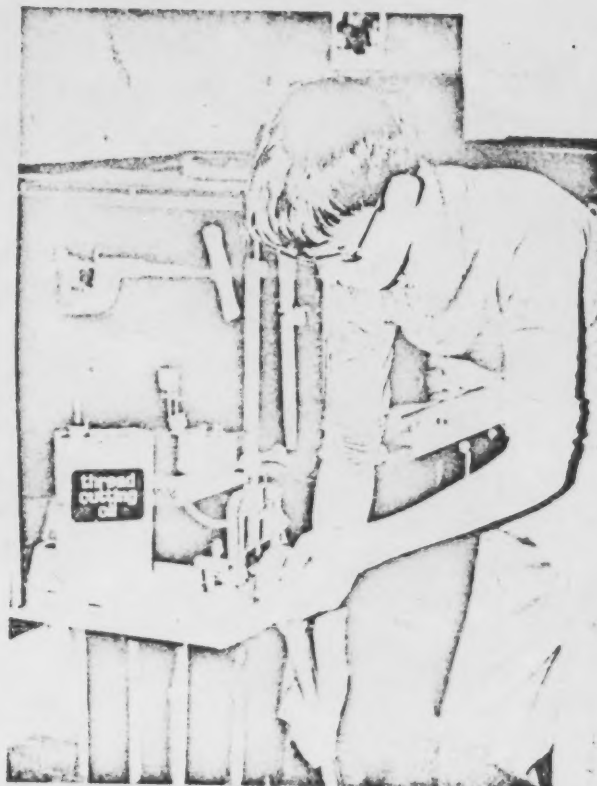


Elementary Intermediate Jr. High Sr. High

Cosmotology

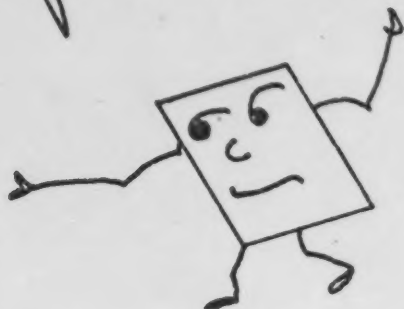
Drafting

Masonry

Electrical
WiringBasic
ToolsPlumbing &
Pipefitting13

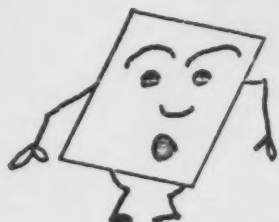
This Skills Center*
presents the student with
different work experiences...
each one
measures aptitude
for 300 other occupations!

You mean there are 3900
occupations in this one room?

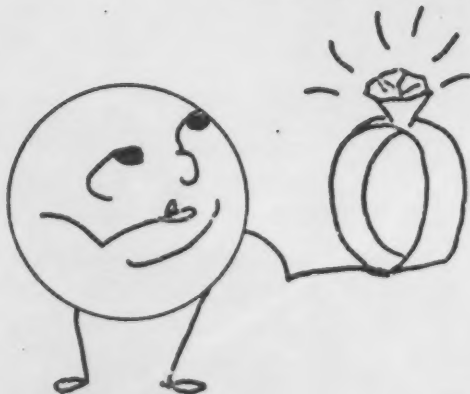


Yep, measured by industrial
norms. Each unit is
totally individualized
instruction and self-paced.

Wow!

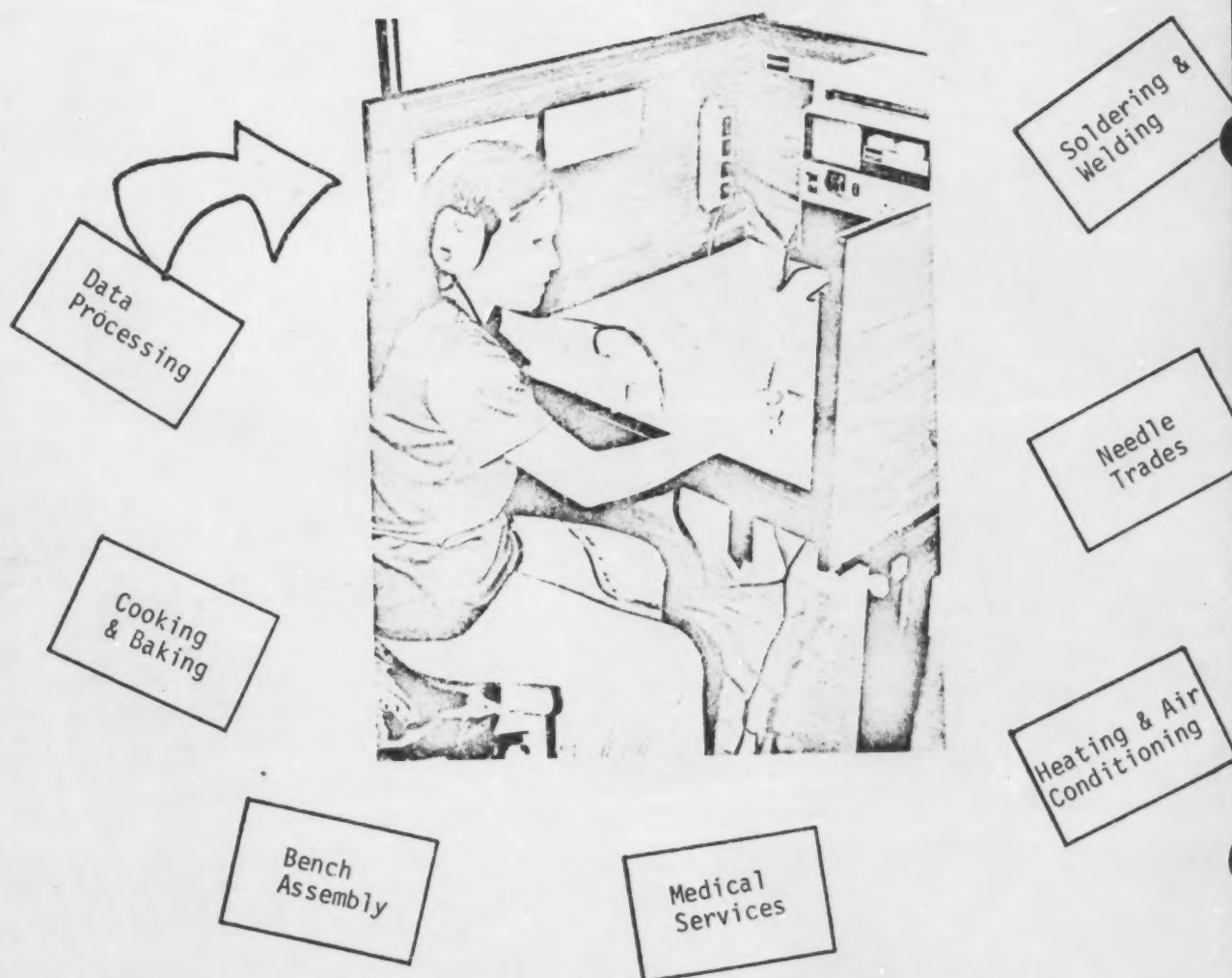


Plus, one aide can handle
the whole room, and...
the student makes
something in each unit.





But these are Vocational ...
 as you said Career Ed
 was for all students —
 including those going to college



They're Basic — not vocational
 Aptitude
 must be combined with
 Temperament and Interest



From "Medical Services,"
 for instance,
 a student could go on
 to become:

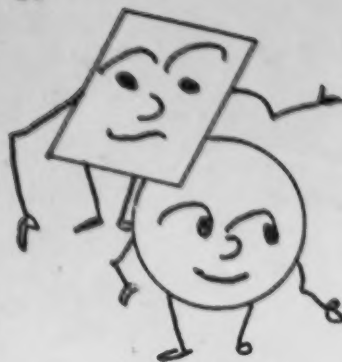
an Orderly ... a Technician ... a Nurse ... or, a Doctor

No More
School

2 years of
Tech-School

4 years of
College

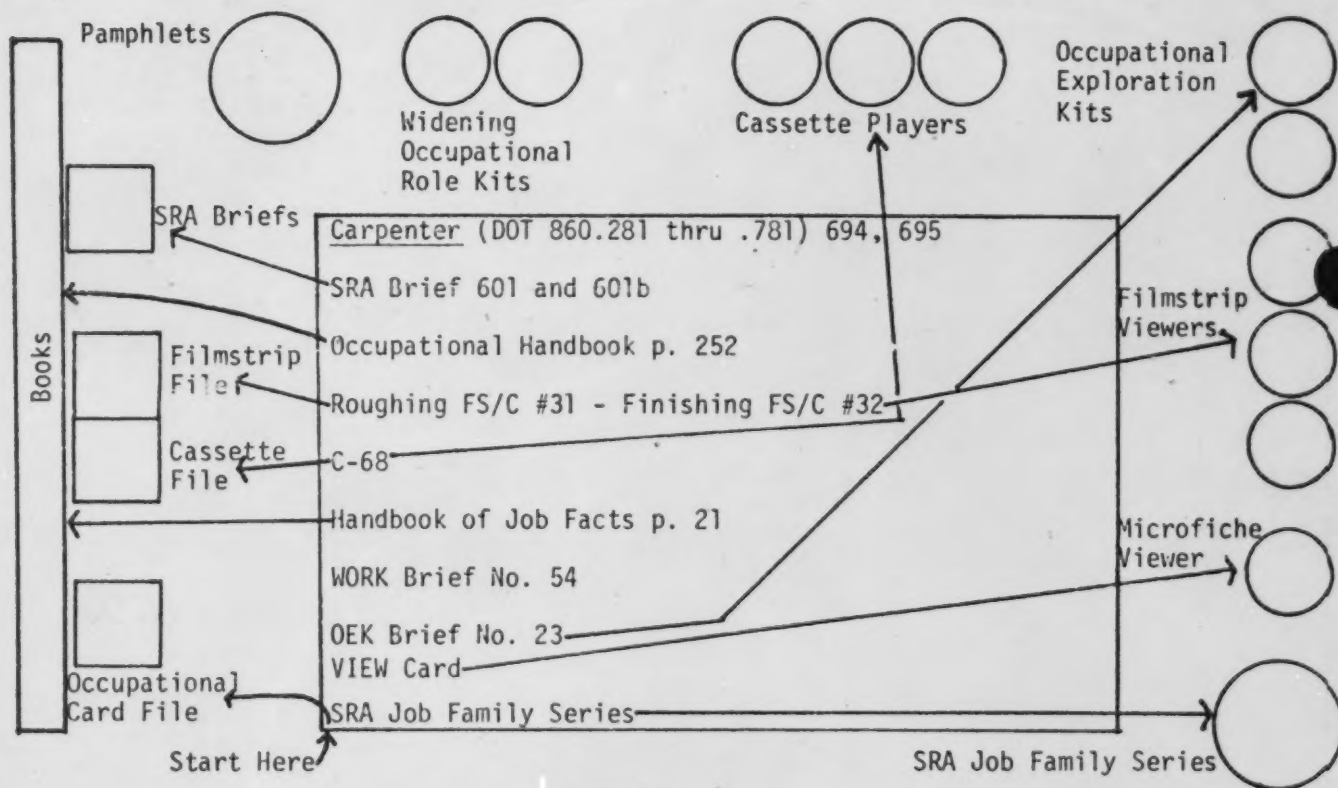
8 years of
College



This room looks like
part of the library.

It's our Student Media Center,
Books are media too

— and fiction is just as good
as nonfiction for learning about careers.



300 Books

115 Filmstrips

196 Tape Cassettes

400 Microfiche Cards

24 Job Family Series Books

2,000 Pamphlets and Briefs

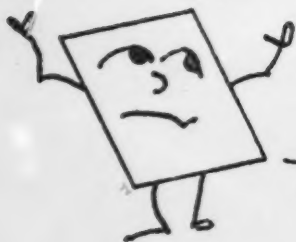
1,500+ Occupation Cards so far



Each of these cards
presents a separate
occupation for the
student to explore.



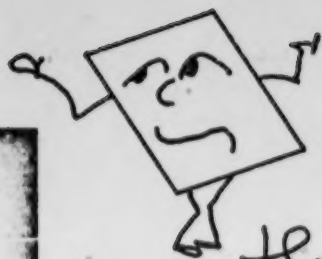
We brought it together
in a single room
and again, the students
do it all themselves.



Just because a student
thinks he would like
a certain occupation,
How does he really know?



He tries out
the occupation
in our
Work Study Program.

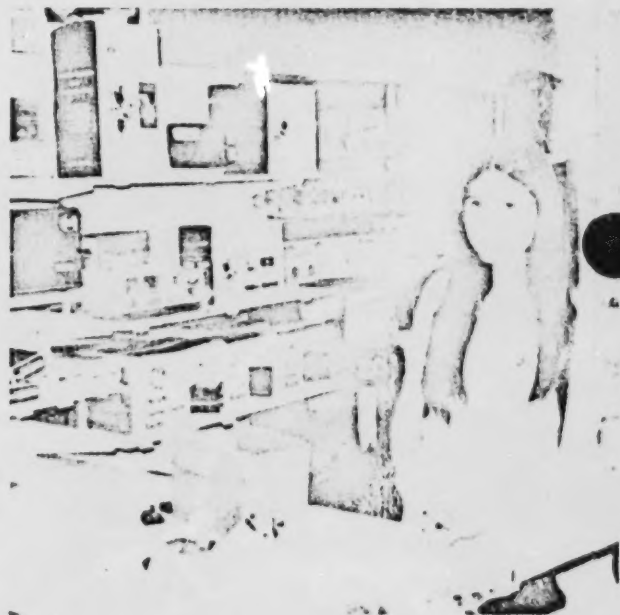


You mean
the students
go out and work
during school time?



Sure.

Isn't education
supposed to be to
learn how to live?



They get to try
out the job before
they decide to train for it.



They look like they enjoy it!



they do, and as part of
the World of Work
they:

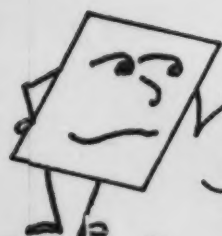
Fill out applications.

Get job interviews.

Get paid.

Get fired if they goof off.

Get raises if they work hard.



You mean
this is school
for the real world!



And,

It makes them
want to stay
in School!



Career Education also offers
the student these important
things:

Class Fusion

Kuder Interest Inventory

Resource People

Nature Trail

STD Video Tapes

Field Trips

Movies, Filmstrips

Community Involvement

But your school
is lucky —



You have a National Forest
by the campus to make a
Nature Trail



Your city school is
just as lucky —

You have factories
and businesses to visit.

In Career Ed, you learn to
use what you've got.

What's this "Class Fusion"
business?



A thought you'd
never ask! It's
the most important of all.



Instead of teaching just basic
subjects, each subject is taught
to show students how it
can be applied in
later life.



You showed me math
on page 11. How do
you relate English
to the real world?



Aren't we communicating?

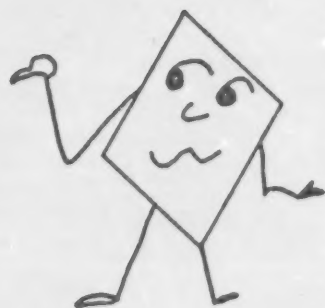


How do you relate
Varsity Athletics?



If you don't try your
hardest and do your very
best, you get kicked off the team!

That's a lot like being fired
from a job, isn't it?

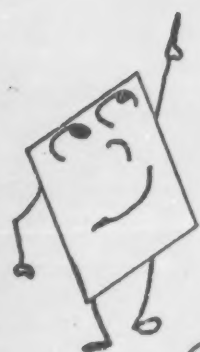


Okay, I see,
but what's that

"Community Involvement"
business?

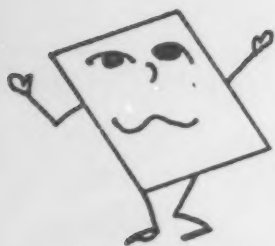


That's our Career Education
Advisory Committee



*You even have
students on the committee!*

*Why not? They tell it
like it is instead of the
way we think it is!*



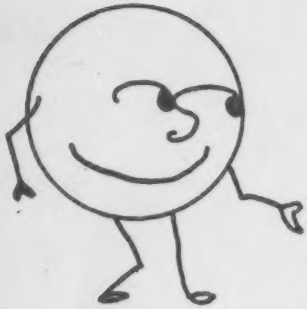
What does the
Committee do?

It brings the community
into the school
and the school
out to the community



Right now, the Committee is
seeking ways to sustain Work Study
after project funding is gone.

Are they having any luck?



Yes ...

The Student Concession Stand is already self-sustaining work study.

We've established an annual Arts and Crafts Fair for students and adults to exhibit, see, sell, and buy.

We're working on a Commercial Solar Greenhouse.

And, we're working with the Forest Service and the UNM Bureau of Business Research to set up a Wood Products Industry.

These will help the community as well
as the school
Today's students — Tomorrow's community
and
the teachers know the students best
that's why PENCEP works mainly
with teachers
so they can continue
Career Education



The Perasco Careers Education Process
pulls it all together ...

Each student becomes a self-aware
individual

with Careers Awareness of
occupation
family
leisure
community

with the ability to make
Self-determined, Realistic Decisions
for the fulfillment
of his own life.

PENASCO CAREERS EDUCATION PROCESS

Was Developed by the PENCEP Staff

Paul Shelford, Jr.
Moises Mondragon
Angelina Sullivan
Reyna Dominguez
Estefanita Gurule
Ida Martinez
Lillian Roybal

Project Coordinator
Job Placement Counselor
Teacher Coordinator
Project Secretary
Curriculum Specialist
Skills Center Specialist
Media Center Specialist

And Implemented with the
Students, Faculty, Administration, and PENCEP Advisory Committee
of

Penasco Independent School District #4,
Victor Atencio, Superintendent

St. Anthony's Elementary School
Sister Cecilia Faber, Principal

The PENCEP Process

Written

Designed

Illustrated

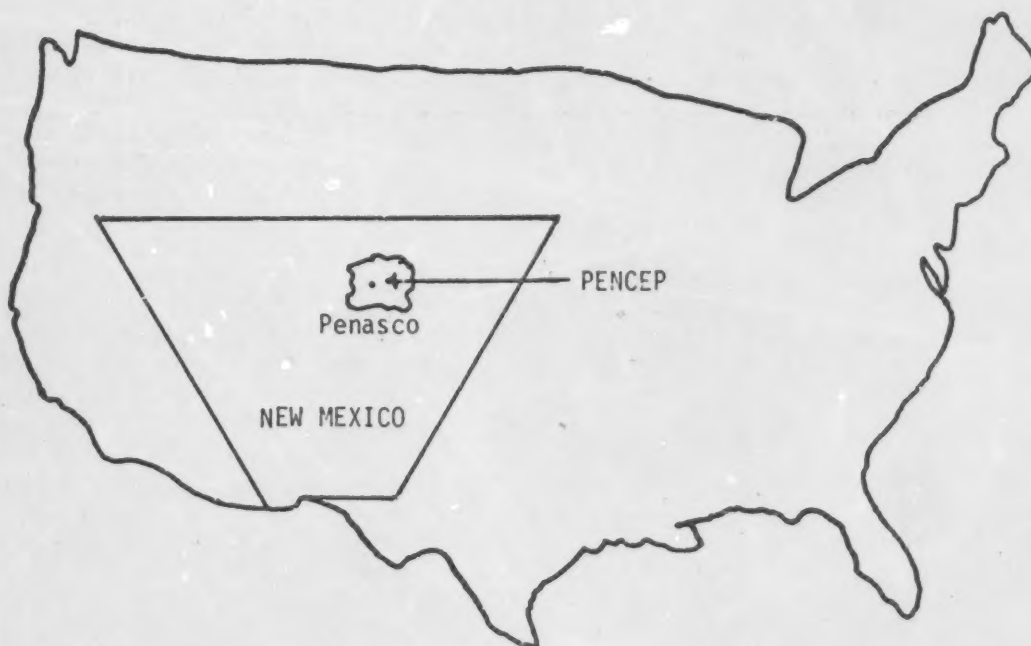


Paul Shelford, Jr.

Photos by Paul Shelford, Jr. and John J. Sanchez; Design Consultant, Rick Fisher

PENCEP is an exemplary project for New Mexico, funded by Part D of the Vocational Education Act of the United States Office of Education

The Project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.



PENCEP

PENASCO CAREERS EDUCATION PROCESS

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B. Implementation Procedures

1. Project Staff

a. Personnel. Staffing for the three project years remained constant with the exception of the replacement of one aide at the start of the second year.

1) Project Coordinator: Paul Shelford, Jr. After many years of innovative educational publishing experience, and the project direction of several innovative educational projects, the coordinator successfully directed the 18-month Part C Career Education Project in Taos, NM. Immediately following that project, he became coordinator for the three-year Part D Project in Penasco.

2) Placement Officer: Moises Mondragon. Mr. Mondragon grew up in Taos County and received the majority of his higher education at Highlands University, the only college in northern New Mexico. He has teaching certificates in Industrial Arts and two Masters Degrees, one in Guidance and Counseling and the other in Multicultural Education.

3) Teacher Coordinator: Angelina Romero Sullivan. Ms. Sullivan grew up in the adjoining Rio Arriba County and also took her higher education at Highlands University. Her certificates are in both Elementary and Secondary Education, and her Masters Degree in Guidance and Counseling. Since the total programming of the Satellite Technology Demonstration was concerned with Career Education, Ms. Sullivan also coordinated all phases of that program with the Federation of Rocky Mountain States.

4) Project Secretary: Reyna Dominguez. Ms. Dominguez was previously employed in the business world, thus bringing that aspect of her experience to the project. Prior to the project she was employed in the superintendent's office, bringing valuable onsite school administrative procedural knowledge to the project.

5) Curriculum Specialist: Estefanita Gurule. Ms. Gurule has almost completed requirements for her own teaching certificate and has a strong background in art and media design. She has worked in almost every paraprofessional capacity in the school system and was well-recommended as one who could organize and control learning materials for the project.

6) Skills Center Specialist: Ida Martinez. Ms. Martinez worked in various areas of the secondary school for several years before the project. She worked with both the Placement Officer and the Teacher Coordinator in student guidance and training. Her primary responsibility was that of operation and student evaluation for the PENCEP Exploration/Evaluation Skills Center.

7) Media Center Specialist: Lillian Roybal. Ms. Roybal set up the PENCEP Student Media Center under the guidance of the Project Coordinator. Her primary responsibility was assisting students in center usage, along with updating and maintaining the various media of the center.

b. Offsite Staff Training. Throughout the three project years, the professional staff participated in trips to other sites, from West Virginia to Oregon, and in state, regional, and national workshops and conferences. Principal trips of the Job Placement Officer were for updating post-school employment opportunities. Principal trips of the Teacher Coordinator were for amplification of classroom techniques and use of the Satellite programs. Principal trips of the Project Coordinator were toward amplification of career education policy and techniques, including Dr. Hoyt's invitational mini-conferences for the resolution of an Office of Career Education policy.

2. Faculty/Administration

a. Orientation and Workshop Training.

1) Introduction

Although the proposal had been accepted by the faculty and the administration prior to the board's acceptance, the initial introduction was at the total school orientation meeting prior to the first day of school of Year One. The Project Coordinator gave an overall presentation of the proposed program.

a) The St. Anthony's Catholic Parochial Elementary School was automatically included in this project, as required in AVTE-1-72. The faculty consists of one teaching principal and three other teachers for the six grades. In view of the workshop requirements and teaching load of the concurrent Bilingual Project, the principal was at first reluctant about taking on this further commitment. The coordinator left published literature and his own former papers in the field. After review of the literature and discussion with her teachers, the school committed to fully engage in the project. Throughout the balance of this report, the term "faculty/administration" includes the St. Anthony's School.

b) At the 1973 Region VI Conference in Dallas, the School Superintendent, Felix L. Duran, and the Project Coordinator viewed the new Texas career education film, "Work is Child's Play." The impression was so favorable that the project borrowed the film. It was shown to all members of the faculty/administration during in-service time, as well as the School Board at a regular meeting, prior to the startup of the planned workshop. Reaction was favorable, and it gave a positive frame of mind prior to the workshop.

2) Involvement Workshops

a) Philosophy. From the coordinator's personal experience conducting and engaging in workshops, the majority of attendees are passive listeners. Even though some attendees question or challenge the speakers, and an occasional discussion may take place, there is seldom much creative involvement. This is particularly true in the field of "career education," where the words have a seemingly obvious connotation.

Most generalist elementary teachers state they've been doing it all along, with their routine class visitations by policemen and field trips to the local fire department or dairy; most vocational teachers presume it is the foundation of their classes, without regard for how their students may apply their skills to the outside world or what it's like to hold a job in that field, or even any occupational orientation to the possibilities in that field; and the academic secondary teacher attends such workshops because he's told to, presuming with resentment that it has nothing to do with his course of instruction. Unless the practicing educator becomes creatively involved, he seldom understands the depth and breadth of the overall philosophy and intent of career education.

For these reasons, the coordinator determined that the desired career education elements and outcomes would be presented to the faculty, along with examples of fusion into all types of classroom involvement. Then, instead of being allowed to accept workshop statements as hypothetical possibilities, each teacher and administrator would be required to project the elements and desired outcomes as they would be presented to his personal classes. Rather than feed back hypothetical examples, exactly how does he intend to fuse these elements into his particular class disciplines and environment for his particular student populations? Thus, the bulk of the workshop activity was a direct, creative challenge to the teachers. By their own individual personality and background differences, and acknowledgement of different student population class levels, three secondary English teachers should come up with three different approaches to each of the eight basic career education elements.

b) Logistics. The elementary teachers and administrators were already committed to 90 hours of Bilingual Workshops, at a stipend rate of \$3.00 per hour. To assure fairness, and out of respect for the personal time of teachers and administrators, it was determined to offer the same stipend of \$3.00 per hour to all teachers and administrators, with the exception of the project professional staff.

The workshop was scheduled for 20 paid hours; four 2-hour night meetings, and six 2-hour written assignments to prepare personal approaches to each of the six desired career education outcomes. The eight elements and six outcomes were sequentially presented at one-hour, non-paid, weekly inservice meetings at the end of the school day. The total workshop extended over a period of eight weeks to allow thoughtful consideration of the broad scope of the proposed process. Figure 5 on pages 57 and 58 illustrates this progressive schedule.

c) Materials. Each attendee was given a personal copy of the Career Education Resource Guide published by General Learning Corporation. Instead of a textbook series of articles and scholarly papers on the philosophy of career education, which most practicing educators lack the time and patience to read and absorb, this volume contains brief resumes of application of the thrust, followed by many comprehensive examples of actual career education activities within various subject areas at various grade-level categories. The volume is divided into primary, intermediate, junior high, and senior high levels of instruction. It also includes a comprehensive matrix outline as an easily perceived reference for the location of activities pertinent to the subject and grade-level desired. As an unstated advantage, the educator perceives the longitudinal thrust across the twelve grades.

Each attendee also received a Teacher Reference Guide Notebook. As new subjects and elements were introduced, pertinent materials were given out for addition to the ring binder. At the close of the workshop, each notebook contained:

- Career Education, DHEW No. (OE) 73-00501.
- Text of the coordinator's Orientation Day introduction.
- PENCEP Process Outline.
- PENCEP Target Model.
- PENCEP Organization/Function Chart.
- Abstract of the Proposal.
- PENCEP Classroom Materials Articulation.
- PENCEP Films.
- Teacher Resource Center.
- Student Resource Center.
- Some Occupations Related to Interest and Ability (15 pp of direct correlation to school subject offerings).
- USOE Career Clusters - 48 pp of outline breakout format from the original matrices.
- Career Education Activity Cards.
- Staff Travel Policy.
- A Statement of Work Study Policy.
- Work Study Implementation Forms.
- Work Study Survey Responses.
- Class Activities Money Policy.

PENCEP Involvement Workshop Schedule

<u>Date/Time</u>		<u>Subject</u>	<u>Materials Furnished</u>	<u>Assignments</u>
8/18	I/S*	Orientation	PENCEP Orientation	
10/15	I/S	Work is Child's Play (Film)		
11/ 1	Nt*	<u>2</u> * The PENCEP Process (Proj. Coord.)	PENCEP Teacher Reference Binder, containing: Process Chart Target Model Organization/Function Chart Workshop Schedule Assignment/Payment Schedule USOE CE Booklet Proposal Abstract Textbook: "CE Resource Guide"	Review " " " " Read " " Intro. Mat'l
11/ 5	Nt	<u>2</u> CE Concept Viability (Guest Speaker)		
11/12	Nt	<u>2</u> Available Resource Mat'ls (Staff)	Course/Kit Class and Ref. Mat'ls Listing Film Listings Media Center Tchr Mat'ls Media Center Student Mat'ls Career Clusters Breakout Activity Card & Index Field Trip Policy Class Monies Policy Staff/Teacher Travel Policy Work Study Policy Subject Occupation Clusters	Review " " " " Read " " " "

* I/S = Inservice Meeting; Nt = Night Meeting; 2 = two-hour paid meeting.

PENCEP Involvement Workshop Schedule (Continued)

11/13	I/S		The 8 CE Elements and 6 CE Outcomes (staff)		CE Element/Outcome Sheets	Read E/O sheets & Resource Guide
		(2)*	Self-Awareness	- - - - -	I. Self-Awareness	References: Write how you will apply this to your class next semester.
11/20	I/S	(2)	Educational Awareness	- - - - -	II. Educational Awareness	Same as above.
11/27	I/S	(2)	Appreciations & Attitudes (staff)	- - - - -	III. Appreciations & Attitudes	Same as above.
11/29	Nt	<u>2</u>	School Level Mtgs "How we do it" (Taos Tchrs)	- - - - -	Taoscore Materials	- - -
12/ 4	I/S	(2)	World of Work (staff)	- - - - -	IV. Career Awareness V. Economic Awareness	Same as above.
12/ 6	I/S		Elementary Tchrs (Bruce Rich) Secondary Tchrs (Ray Gonzales)			
12/11	I/S	(2)	Entry Level Skills (staff)	- - - - -	VI. Beginning Competency VII. Employability Skills	Same as above.
12/18	I/S	(2)	Decision Making (Staff)	- - - - -	VIII. Decision Making	Same as above.

69

70

5-2

* A workshop paper assigned, for two-hour payme

Field Trip Policy.
Career Education Elements and Outcomes.
The PENCEP Process, one page matrix
Taoscore Teacher's Guide - Concept Development Matrix.

b. Orientation Trips. Three trips were planned to parallel exemplary sites for onsite orientation and to secure workable ideas and practices. Aside from attendance at the Dallas Region VI meeting in September, all other trips were scheduled for the second semester after the workshops in order that visitors have a working knowledge of career education and a knowledge of what they were looking for during site visitations.

1) DHEW Region VI Conference on Exemplary and Special Projects, Dallas, Sept. 12-14, 1973. The Project Coordinator was invited to attend this meeting. The Project was fortunate in that the Superintendent, Felix L. Duran, was also able to attend and thereby secure a broader orientation perspective to the overall approach to career education. State level officials were unable to attend this meeting. The coordinator gave the state working status report, and also co-chaired one of the mini-meetings within the conference.

2) West Virginia and Kentucky, March 25-29, 1974. The Lincoln County, W. Va. site of Hamlin was chosen as a former 3-year exemplary project in Appalachia, which is somewhat parallel to northern New Mexico. This site was evaluated by Marshall University with control groups that yielded unusual academic fallout gains from the elementary classes exposed to career education. To secure prime value from the round-trip air fares, visitations were also made to the former 3-year exemplary site at Beckley, W. Va. and the current site at Pikesville, Ky. The trip was made by the Director of Instruction, the Elementary Principal, a Junior High School Teacher, and the Project Teacher Coordinator. All participants appeared impressed with what they saw and reported back to the total faculty during an in-service meeting.

3) Arkansas, April 1-5, 1974. Primary target for this trip was the Magnolia School System at all grade levels, including Work Study. In view of the size of the Magnolia Project, one and a half days were spent there. The group then took advantage of the committed air fares by a visit to the state exemplary elementary and junior high school sites in the Little Rock suburb of Jacksonville. Visitors on this trip were the Secondary School Principal, an Elementary School Teacher, a High School Teacher, and the Project Guidance Placement Officer.

4) Oregon, April 29-May 3, 1974. In view of the project desire to fuse the career education effort into the Carson National Forest as the prime learning resource of Penasco, this trip was primarily scheduled to visit ongoing Forestry Cluster sites. One day each was spent at Lebanon, Springfield, and Pleasant Hill, Oregon. Lebanon has a combined Vo-Ag/Forestry Cluster,

along with an outstanding Carpentry Skills Training Program. Springfield was a 3-year state exemplary site under Oregon State University and is now a 3-year Part D Funded Exemplary Site, including career education in all 12 grades with a small Forestry Cluster. Pleasant Hill is a school slightly larger than Penasco, with an extensive Forestry Skills Program. Through these trips we were able to secure ideas about what could and could not be done with Forestry as a career and as a focal point in the Penasco Schools. Visitors were one School Board Member who had been a former Industrial Arts Teacher, the School Superintendent, a Secondary School Biology Teacher, and the Project Coordinator.

Reports and photo slides were presented to all faculty and administration at evening workshop meetings.

5) USDA Ecology Instructional Workshop, Jemez Springs, NM, April 29-May 2, 1974. On invitation from the USDA Forest Service, the project sent the Secondary School Principal, a former Biology Teacher, along with a present Biology Teacher to this workshop. This was also in line with further exploration toward the establishment of a Forestry-Ecology emphasis to utilize the Carson National Forest and the local District Ranger's Offices as an extension of the Penasco Schools Campus and a primary career education thrust. The workshop was primarily concerned with behavioral instruction techniques in the teaching of Ecology.

6) In the second year, all members of the faculty were encouraged to take shorter trips either within New Mexico or adjoining states. Such trips could be not only for observation of other career education sites, but also for new classroom techniques to assist in educational awareness and to subject-related sites of business and industry that could be correlated directly to the career aspects of the subject matter being taught. Most faculty members did return with positive applications of new approaches to the materials being presented. The project also paid for substitute teachers to make these trips possible.

Twenty teachers and counselors took such trips within the state, and nine took trips in Arizona, Colorado and Utah. This was a total of 29 out of 43, as opposed to the first year's total of 12.

c. Ongoing In-service Activities. Throughout Years Two and Three there were mini-conferences involving the total faculty and administration each month. These were small meetings of faculty working in related grade or subject matter areas to assure that discussions would be pertinent to all attendees. There were an average of 15 such after-school meetings in a 20-day school month. Within these small groups, teachers were able to bring up specific problems and successes for direct action or shared activities.

d. Classroom Materials Articulation. The PENCEP Classroom Materials Articulation Chart on the following page (Figure 6) delineates the use of purchased materials for start-up in the primary grades and catch-up in the intermediate, junior, and senior high grade levels. The following paragraphs describe the various materials on the chart.

1) "The Most Important Person" is an EBEC series of 50 4-minute films across 9 subject units on the elementary level. Since they were all considered important for all six grades, a matrix of viewing was constructed in cooperation with the elementary school principal. Sixth graders saw all 50 films, and concentrated on the ninth unit for in-depth amplification. Fifth graders saw 44 films and concentrated on the eighth unit for amplification. The matrix descends in exposure down to the First Grade which saw the first 15 films and concentrated on the first three units of "Attitudes," "Identity," and "Feelings." Since all students are now caught up in the schedule, each succeeding year each class will view the films and concentrate on the single unit of those films--with the exception of the required viewing of the films of the first three units in Kindergarten and First Grade. The unit-film listing of this series is given in the following Figure 7.

2) The CE Films refers to the 26 elementary and secondary films purchased by the project. Several of them are directly involved with job seeking and job survival; the balance are of a social studies nature, designed to enrich academic study while giving either a regional or an occupational exposure as a true fusion of career education into the learning of a basic course discipline.

3) Taoscore refers to the Curriculum-Career Integrated Activity developed in the previous year's Taos Project, and referenced as a basic development work in the Penasco Proposal. The six volumes of the work itself were included in the FY 73 Final Report of the Taos Project, and are available through ERIC.

4) Kuder E refers to the SRA Interest Inventory. This was administered to Grades 9 through 12 in Year One, Grades 8 and 9 in Year Two, and Grades 7 and 8 in Year Three. It will be sustained by administration to Grade 7 in the years succeeding the project.

e. Teacher Coordinator Visitations. The Teacher Coordinator scheduled class visitations for at least once every six weeks with each member of the faculty, or when a teacher had an outstanding activity and requested a visit. This was for purposes of observation and suggesting ways in which career education could be fused to various subject matter presentations.

Figure 6

PENCEP CLASSROOM MATERIALS ARTICULATION

K - - - - -	TMIPITW*	CE FILMS	Taoscore
1 SRA I Awareness			
2 Puppets AGS DUSO Kit			
3 SRA II Responding			
4 EBEC About Me			
5 SRA III Involvement			
6 EBEC About Me Yr. 1 & 2 Not 3			
7 SRA WORK (Occup. Explor.)			
8 Scholastic "Jobs in your Future"			Yr. 1 Yr. 2
9 SRA WORK (Career Explor.)			Kuder E Kuder E
10 The Fascinating World of Work (NCC)			Kuder E
11 SRA OEK Yr. 1			Kuder E
12 Job Survival Skills Elective Course (Decision Making Courses) - Yr. 2 (OEK-yr. 1)			Kuder E

"The Most Important Person in the World"

Figure 7

PENCEP FILMS
UNITS OF MATERIALS
FOR
THE MOST IMPORTANT PERSON

ATTITUDES

Oops, I Made a Mistake!
Why Not Try?
We Can Do It!
It's Not Much Fun Being Angry
Nothing Ever Seems to Work Out for Me

IDENTITY

I'm the Only Me!
Where Are You In Your Family?
How Do We Look?
What Do You Think You Want to Be?
Every Family Is Special
The Most Important Person

FEELINGS

Feeling Good, Feeling Happy!
I Used to Be Afraid
Different Kinds of Love

SENSES

The Five Senses
Seeing
Hearing
Tasting
Smelling
Touching

BODY MOVEMENT

Watch Your Balance!
It Takes Muscles
Follow the Leader
How Big is Big?
Joints Let You Bend
Put Your Hands on the Top of Your Head!

CREATIVE EXPRESSION

This is Me
Rhythm Around You
Use Your Imagination
Be Curious!
When You're Waking Up
Without Saying a Word

GETTING ALONG WITH OTHERS

Grow up
Doing Something Nice
Thinking of Others
What Is a Friend?
What Do You Mean?
Living Things Are All Around Us

NUTRITION

Tasting Party
Foods Around Us
What's for Breakfast?
Have a Snack!

HEALTH AND YOUR BODY

Take Care of Your Teeth!
Your Voice Box
Where Does Food Go?
Tell us How You Feel!
When you Get Hurt
Visiting the Doctor

IN PERSON: HAIRY, FUMBLE AND BIRD
(Puppet Kit--Optional)

Three puppets (animal characters
in films)
50 Drama Activity Cards

COORDINATED MATERIALS IN UNITS

Each unit contains: a four-minute 16mm film for each lesson title indicated above; full-color motivation posters (1 for each film); a record of "singable" songs from the films within the unit; Teacher's Guide. Also, the units on Attitudes, Identity Feelings, Senses, Body Movement, Creative Expressions, and Getting Along With Others include from 1 to 4 song cards (with words and music of the songs on the record).

Whenever the Teacher Coordinator observed an outstanding activity as an example of how other teachers could fuse the theme with the subject matter, she would write a description of it to include in A Partial Collection of Observed Activities Fulfilling Career Education in the Penasco Schools. Each project year ended with a new edition of this work for distribution to all faculty and interested parties. The First and Second Editions were included with the first two Interim Reports. The Third Edition may be found in Appendix B of this Final Report.

In this last project semester it was realized that the opportunity for inclusion in this collection was partially responsible for the achievement of 100% teacher-class fusion. This is further discussed in Part VI as one of the conclusions of this research and development project.

f. Teacher Resource Center. The Teacher Resource Center was located in the Project offices for use of staff as well as faculty. Some 200 reference books, including activity books from many sites around the country, were catalogued as a working reference library. The project also maintained subscriptions to the Abstract volumes of AIM, ARM, and ERIC, as well as an extensive newsletter exchange. The center included 26 16mm films (in addition to the 50 Most Important Person films in the Elementary Schools) and 67 filmstrips for class use. Descriptive 4-page brochures for each film were available as catalogues of all 26 films. An Audio-Visual Materials Listing for Teachers, including all materials in the Student Media Center, is found in Appendix C.

The project purchased four DuKane Sound-Synch Filmstrip/Cassette Projectors for teacher/classroom use of the filmstrips both here and in the Student Media Center.

An important facility in the Resource Center was the PENCEP Field Trip Travel Bureau. This consisted of a large map of all potential career education resource sites within an 80-mile radius, along with indexed resource materials specific to those sites. The primary purpose was to encourage short-range trips with less travel time and more site exposure for project-sponsored trips.

3. Student Class Fulfillment

a. Target Population. The Penasco Public School District contains an average of 450 elementary students, K-6, and 425 secondary students, 7-12, on the single consolidated campus of the 800-square mile district. Included in the target population are the average number of 100 students (1-6) in the St. Anthony's Parochial School. All workshops, meetings, facilities, and materials were shared with the parochial school on a proportionate basis.

b. Fusion to Subject Matter. The goal of fusion of the various elements of career education to the subject matter of all classes

was pursued from the first orientation workshop. At the start of the second semester of Year Three, it was observed that all teachers in all classes in all schools were fusing pertinent elements into their subject matter. The Activity Book, Appendix B, gives many examples of the fulfillment of this fusion.

In Year Two, Ms. Nancy Dominguez brought in a theme from her contingency-managed sixth-grade remedial reading student, Manuel Montoya:

I liked getting stamps because you can get something for working. It's just like a job, but what I like is that you can learn without being forced. I think all schools should be on the top. Our school is one of the lowest because students are just not interested. Teachers try their best but when we don't want to learn they can't make us. This hasn't been boring. Now I like language and reading is a challenge.

In Year Three, a notice in the daily high school bulletin by English Teacher Tranquilino Martinez read as follows: "Play practice Tuesday from 3:30 to 5:30 pm. Be prompt. Some of you are reporting late--responsibility is a major part of any job. Drama Club." (Underscores are those of the teachers.)

c. Field Trips. An effective career education field trip should be related to the academic subject matter of the course, and it should not only explore career education aspects but enrich the course of the sponsoring teacher. This creates the desired relevant fusion of career education into ongoing classwork.

To facilitate the above philosophy, a field trip committee worked out logistical dates for teachers in relation to the availability of activity buses, in conjunction with proposed field trip destinations presented by the teachers themselves.

Prior to each trip, the teacher or groups of teachers completed a form that included career education objectives, preplanning with the class, and proposed followup discussion activities with the class.

As an arbitrary attempt at equalization of field trip opportunities, each teacher was allowed \$100 expenses for Year One field trips. This did not always work out equally for the students involved. In the succeeding years, the budget allotment was prorated to the students instead of the teachers.

In Year One, field trips were restricted to the second semester so that teachers could have the benefit of the workshop training before planning career education emphasis. The budget was planned for one trip per student or class in that one semester. In Year Two, each class or student was allowed one field trip for each semester. In Year Three it was cut back to one trip for the

year as a tapering off toward cut-off of funds following the project. At the height of field trip activity, Year Two, a total of 84 classes went on 34 trips during the project year. Many excellent class fusion activities resulted from these trips. A number of them are written up in the appended Activity Book.

d. Student Media Center. Through the initiation of the Superintendent, and the cooperation of Secondary School Principal, in Year Two a classroom was made available immediately adjacent to the Secondary School Library. Sufficient furniture was found around the school and ordered from the project budget to give working space for 22 students. Three library cassette-tape players were purchased and inset to one of the tables. The three synch-sound filmstrip Viewlex machines, for individual viewing or multiple headset use, and the microfiche viewer were moved from original resource center in the Project office to the new media center. Cassette filmstrip file cases were also purchased. The OEK, WORK, and Career Information Kits, along with all other student books and brochures were also moved to the center.

The key to the use of this facility is an occupational card file. Instead of regular library cards, each card is headed by an occupation or sub-occupation category. Each card lists all available information materials in the center pertaining to the occupation. There are currently 1,603 such cards that were made up and are maintained by the Student Media Center Specialist, Lillian Roybal. A card may conceivably list a sound filmstrip, a cassette tape on-the-job interview, SRA kit briefs, a microfiche VIEW card, a non-fiction book, a fiction book, a page reference in the Occupational Outlook Handbook, and several pamphlets. The facility now has 115 filmstrips, 196 tape cassettes, 400 VIEW cards, 2 OEK Kits, 2 WORK Kits, 305 books, and some 2,000 brochures and pamphlets.

Many fiction and non-fiction books were culled from the regular library shelves, checked out permanently to the media center, and moved to that location for checkout as an acknowledged extension of the regular school library. New library acquisitions, in addition to those purchased from the project budget, are reviewed for applicability and assigned to the media center if they are found to be occupation or career oriented. At the close of project funding, the school will require no more cost than that of another library aide to sustain the facility.

The center is well patronized by students on their own time before school, during lunch, and after school, as well as on assignment by teachers as enrichment to course subject matter. This is an effective method of class fusion. Note, however, to the outside visitor it is a low visibility form of career education class fusion.

Following comprehensive orientation to all secondary classes, the majority of students coming to the center know how to find

their own materials and to set up the audio-visual equipment for personal use. A significant finding has been the total lack of vandalism of either the materials or the equipment. The aide does not act like a policewoman; the students appreciate the privilege of working on their own, and evidently they appreciate the presence of the media center for their own career decision-making convenience.

The teachers, elementary as well as secondary, are aware of the extent of the resources in the Student Media Center. They are free to check out materials for classroom use as a further amplification of overall class resources.

The project also subscribed to a monthly career education cluster poster service. This consists of one large and eight smaller posters to be changed each month to maintain interest stimulation. The large poster was posted outside the center as a drawing attraction, the eight smaller posters were placed around the center. This collection will remain as part of the center for monthly changes in the post-project years.

e. Exploration/Evaluation Skills Center. As a proposed solution to the requirement of hands-on activity in an isolated, rural environment, a representative of Singer Corporation Manpower Division was referred by Dr. Jean Page, State Director of Career Education, to the PENCEP Project. A presentation of the Singer Vocational Evaluation Units was made to the Director of Instruction, the Secondary School Principal, the Industrial Arts Instructor, and the project professional staff. The 15 units were originally designed for skill aptitude evaluation use in the Singer-operated Job Corps Center. They were tested and used there successfully for three years before being made available to the open education market. The impression of the above committee was positive. The project coordinator called public schools now using the units in four sections of the country. Their experience was positive, for junior high through senior high, and for students ranging from educable mental retardates through high I.Q. Each unit requires from 1 to 2 hours time on the part of the student, with an average of 90 minutes. Since the student is personally involved in the performance of the task to the achievement of a product representative of the vocation, other schools considered it a good hands-on experience. A like demonstration given to career education personnel and MDTA personnel at the state department of education also provoked a positive response.

The fifteen units averaged \$1,000 each in cost. The bulk of the project equipment budget was already committed for Year One. However, the project coordinator had expressed the philosophy that the student travel budget for the year be held back for the first semester, until completion of faculty in-service training so that student field trips would be made with a true career education emphasis instead of just a "broadening" experience. The Superintendent agreed with that philosophy, but then expressed

the fear that if they were all in the second semester, there would be so many trips that there wouldn't be much time left for classroom school. It was thereupon determined to move \$5,762 from the student travel budget to the equipment budget. This was a little less than half the student travel budget, the remainder being more realistic for a single semester's travel.

The following units were ordered: Cooking & Baking, Needle Crafts, Plumbing & Pipefitting, Medical Services, and Basic Tools. Basic Tools are inherent to all vocations; Cooking & Baking and Needle Crafts lead to two of the few manufacturing areas available in this state. Industrial norms are different from Home Economics instruction, and the last two also offer exposure to boys who would not take Home Economics but might be well suited for the industries. We have a shortage of Plumbers and Pipefitters in this area. In the initial survey of career interests of high school juniors and seniors, 25% of the students indicated a desire to enter Medical Services.

A room adacent to the project offices was made available for the installation and use of the units. The evaluative guidance responsibility for the use of the units was given to a project-assigned paraprofessional with several years experience handling secondary students. The units were installed for use starting with the second semester (first semester of implementation).

It was projected as a portion of second and third year implementation to purchase another five units for each of those years to secure the full program by the third project year. Each senior was required to go through the units in the first year. The next year, with 10 units, it was projected that all seniors and juniors would go through the units. It was projected to work back until the exploratory evaluation could be made at ninth or tenth grade level for maximum guidance throughout the balance of their school careers. In the second year, the project purchased five more Singer Vocational Evaluation Units: Drafting, Masonry, Soldering & Welding, Electric Wiring, and Bench Assembly.

Although the Juniors and Seniors appeared to enjoy the exploratory aspects of the Singer Vocational Evaluation Units, many of them appeared reticent about taking advantage of it. Despite the scheduled times and relief from classes, many of them did not show up, often leaving half the stations vacant.

Starting with the second semester of Year Two, the project scheduled ninth-graders. This was a far more enthusiastic student population, yet to achieve the "young adult inhibitions" characterizing Juniors and Seniors. Eight of the ten stations were scheduled, leaving room for voluntary scheduling on the part of the older students who wanted to complete the program. There are two other advantages to starting this exploration at the lowest grade level:

1) Students can have a better guideline to planning their high school curriculum; they realize a like and aptitude for vocations they didn't realize they had, or they realize they don't like what they thought they wanted.

2) A survey of dropouts revealed that the decision to drop out as soon as they reached the legal age was usually made during the eighth and ninth grades. Year Three included eighth grade students.

Due to budgetary restrictions from higher costs in Year Three, the project purchased only three units: Cosmetology; Heating, Refrigeration & Air Conditioning; and Data Calculation. This last unit, Data Calculation, required from 3 to 5 hours to complete and proved far too difficult for eighth and ninth grade students. Though the interest level was high before starting the unit, it was extinguished in their failure to complete the unit. It requires the calculation of all aspects of an entire payroll. Since these younger students are unprepared for the challenge, it is unfair to discourage them from a career for which they might be well-suited in later years. The unit has now been moved to the Vocational Office Education Department, and it is now required of all upper-class students in that program.

f. Special Education Classes. Special Education teachers on both the elementary and secondary levels have had as much success with class fusion as any other teachers. With some students it was found to be a stimulating key to securing their interest and cooperation.

Special education students were scheduled into the SVE units along with regular education students. The totally individualized, self-paced, audio-visual instruction, combined with the achievement of a successful, tangible result, had a positive effect on the personalities of some of these students. For some of them it was the first time they had truly succeeded in anything. In one instance, a ninth-grade boy who had very seldom verbalized to anyone in his nine years of schooling, suddenly began asking questions and actually conversed with the center aide. A few days later he voluntarily went to the Student Media Center to learn more about one of the occupations he had explored with the SVE units. The aide at the media center had worked with the boy all through elementary school, and not once had he ever spoken to her. On this occasion he responded to her greeting with a shy but distinct greeting of his own, and later conversed without any shyness.

g. Bilingual Project Interaction. The federally-funded elementary schools Bilingual Project began in the same year as the Career Education Project. The student population is 96% Spanish heritage, 1% Picuris Indian, and 3% Anglo. The projects worked together from two approaches.

1) Both had the goals of self awareness and cultural awareness. Career education furnished materials and thrust to self-awareness as the first element of career education. Bilingual Education furnished the materials and thrust toward cultural awareness.

2) As the various elements of career education are fused into all traditional subject matter areas, they were also fused into the studies of Spanish and English as a bilingual approach. Students studied careers and occupations in Spanish reading and writing as well as English. Career education is the infusion of world-of-work ideas, and the language used to present those ideas is no handicap to their assimilation.

h. Satellite Technology Demonstration from the Federation of Rocky Mountain States. At the start of Year Two, Penasco was selected as one of the seven sites in New Mexico, and one of the two intensive sites (two-way communication from Denver via the same satellite). Originally designed to carry enrichment educational TV programs of several disciplines to isolated areas, their budget cutback forced them to settle for career education programming only. For this cause, the project Teacher Coordinator, Angelina Romero Sullivan, was given the additional assignment of STD Site Coordinator. See Appendix D.

This programming was in three phases:

1) A daily program in a "Star Trek" format for a Junior High level population for the first semester (18 sequential weeks) to be repeated in the second semester. These cover all phases of career education from self-awareness through to the end objectives of decision-making. The productions are of such excellent programming quality that the project invested in sufficient amount of videotapes to preserve the presentation for classes after the one-year demonstration is completed. The time and facility was such that only one of the three seventh grade classes could take part during each semester.

2) A bi-weekly teacher orientation program was broadcast live one week and taped the second week for a total of 16 different aspects of teaching career education. This was considered an enrichment booster followup to the previous year's teacher workshops. This programming was quite uneven, generally consisting of one guest college professor or a panel of teachers. Some were excellent, some were considered a waste of in-service time. The secondary and elementary school faculties alternated viewing weeks due to the single-classroom space facility. One of the most rewarding comments on teacher reaction questionnaires was that they had already heard the same material before in the previous year's workshops. As in most public school work, however, it was of value to present the same material from several different approaches.

3) A monthly community program was broadcast during evening time on the diverse aspects of the careers of family, community, and leisure. These programs were well-received, though poorly attended despite considerable announcement from radio, posters, and notices both mailed and taken home by students.

4) During Year Three the 64 dramatized presentations (the remaining 17 were two-way satellite-transmitted discussions) were shown from the videotapes to all 7th grade classes, plus the one 8th grade class that missed the production in its previous 7th grade year. This is an excellent background for career education.

i. Ecology Careers Nature Trail. This trail was laid out by three secondary biology teachers, on project stipends, in the summer following Year One. They also wrote a Trail Guide so that any teacher, elementary or secondary, could take a class and knowledgeably discuss the sites by correlation of the 22 site markers with the photos and descriptions in the guide. Two of these custom, project-prepared guides are located in each of the elementary and secondary libraries, as well as one in the St. Anthony School Library.

The trail is located on Picuris Pueblo land, immediately behind the school campus, with permission of the Pueblo. Classes may walk directly from school buildings to the start of the one-mile trail.

In conjunction with photography classes of the University of New Mexico Northern Branch College here in Penasco, the project furnished film and cassette tapes for their production of a synch-sound slide/tape introduction to the trail. This may be used by teachers as orientation, and also as a recap post-test if desired. As evidence of provoking new awareness of their environment, the following student comments are quoted as written, following exposure to the slide/tape presentation:

It was a very interesting film, the photos of different plants was what I liked most. The narrator seems to be describing a place from some other part of the country. The plants shown in the film I have never seen on that trail. I liked it because it told about the Penasco Valley.

It was a very interesting film. The photography was superb and Mr. Shelford made it sound like some place we've never been before. They really should make more films like that. It makes you open your eyes and notice things you've never noticed before.

This filmstrip was very nice. I liked it particularly because it was of places around Penasco. It shows that we don't have to go far away to see this beautiful nature scenery.

This film is about the best film Mr. Clark has shown all year. It was excellently narrated, directed and the pictures were just beautiful. The reason I really liked it was because it's the Penasco area. Nobody ever realized how beautiful nature in Penasco really is until someone tells them (from out of town) or they see it on pictures.

The film is good! The film showed me a lot of things about Penasco I never knew.

j. Artist-in-Residence Program. The Penasco Schools do not have regular art classes. During the previous two years, a Taos sculptor was funded by the National Endowment for the Arts to give bi-weekly classes to elementary students. His program was completed in Year One, and his backlog of commissions prevented further work with the schools.

In Year Two, another local sculptor agreed to come to the schools for one day each week to teach one morning and one afternoon elementary class, followed by an after-school class for adults and non-credit elective secondary students. Each class was two hours.

As a distinct part of career education, to fill a gap beyond the means of a school this size, the project agreed to fund his salary for the first semester provided that, if the program was successful, the school board would fund it for the second semester.

The program was a great success, and second semester funding was provided. The teacher also took on a large part of the responsibility for the Second Arts and Crafts Fair, and his students were reinforced by not only exhibiting but also selling part of their work.

The program was repeated in like manner in Year Three. As part of post-project carryover, the school budget will carry the entire art program with fulltime art teachers in the following years.

k. School/Community Newspaper. As a point of school/community interaction it was broached by the coordinator that the Penasco Valley Area has no local newspaper because it would not be profitable. However, since students ride the school buses out through the nine valleys to the 27 communities that make up the school district, each community could have a student stringer-reporter, advertising salesman, distributor. The school newspaper could be amplified to carry local news in addition to school and career education news. To facilitate this proposal, the journalism department paid one-third and the project two-thirds cost of an electronic mimeograph stencil maker (capable of reproducing photographs as well as better quality stencils).

For its primary office typewriter, the project also purchased an IBM Selectric II with half-space capability (to better justify columns), an automatic correction tape to film-carbon ribbon (for better reproduction capability), and several contrasting type elements with several faces, and will utilize the well-equipped school photography laboratory for photo processing.

This project was begun at the start of Year Two. The journalism department felt it needed its own Selectric II, and the project paid for one-half of the second machine. When the journalism department secured its own room, they moved the new typewriter to that room and secured a third such machine from their own funds from increased sales of the paper. However, they were still hampered by the erratic behavior of the old mimeograph machine. The project purchased a new A. B. Dick Mimeograph 560 with wide silk screen for better reproduction of electronic stencils. The machine was retained in the project office for better reproduction of project materials, including the greatly improved third edition of the annual Activity Book (see Appendix B), and the project newsletter, "Lo Que Pasa."

The format layout reproduction of the Penasco Valley and School News is vastly improved from the original pre-post publication. However, the amount of advertising and local store sales is still very low. The Journalism instructor is considered one of the busiest and most active teachers on the campus. As is so often the case, such an active individual has his time-energies diluted out among his many activities. The students are enthusiastic, yet those with the most initiative are also diluted out in too many activities. This is one of the drawbacks of a small school population attempting to match the activity selection of a larger school with its correspondingly larger number of self-initiating students and teachers.

The amplified journalism department will continue with its greatly improved publishing techniques. It remains to be seen if there will ever be a true school/community news vehicle through the Penasco Valley and School News.

4. Guidance Counseling and Placement

a. Responsibility for Career Guidance Counseling. From previous experience, and by the pragmatic logistics of 450 students to 1 counselor, it is not reasonable to expect comprehensive student guidance from a school counselor. This point was brought out in the original teacher workshops, followed by the statement that all teachers would not only fuse career education into their curriculum, but eventually become career guidance counselors of their students. They would be assisted in this by the use of the Student Media Center, which would in turn assist them as a working resource for their students. (See the High School Section, pages 4a - 4p of Appendix B for a concrete examples of this usage.) It was further pointed out that, aside from the small number of disturbed students

who take up 50% of the counselor's time, the majority of the students are better known to their teachers than the counselor. Since the counselor sees so little of the average non-trouble-making students, the teacher has far more influence over the average student.

b. Placement Responsibility. To better facilitate the post-school placement of students, a better definition of the work duties of the Job Placement Officer and the High School Counselor was established in Year Two.

Both personnel are counselors, and they are charged with post-school placement in addition to their other duties. The Project Job Placement Officer expends the majority of his time in the work study program. Among the many duties of the Secondary School Counselor is the traditional placement of graduating seniors in college, vo-tech school, or the military. This accounts for 60 to 75% of graduating seniors. It was realized that both personnel were working to the same end in this category. It was therefore defined that the School Counselor would continue handling that category of students, and the Job Placement Officer would confine his activity only to those students who would be seeking jobs directly out of high school.

Both personnel continue to counsel seniors and potential drop-outs. Results from SVE evaluation and Kuder E Interest Inventories are noted in the files of students in the Placement Office, and the overall results are then forwarded to the School Counselor for review and storage in the student's permanent file. If the student's prospective career leads through college, vo-tech school, or military, he is referred for further guidance by the School Counselor. If the student is to go directly into the working world, the Placement Officer begins seeking prospective full-time employment during the course of his work study implementation and followup. The Placement Officer also maintains close contact with the county, regional, and state offices of the Employment Security Commission to fulfill this need.

c. Placement Activity. The following Figure 8 is a percentage summary of placement results during the three project years. The average senior class was from 55 to 65 students. The rise in "College" entrance is attributed to the rise in level of aspiration; the rise in "Military" is attributed to the cessation of the Viet Nam Conflict, and the drop in "Undecided" to zero is considered a distinct achievement of career consciousness among the students.

	1975-76	1974-75	1973-74
College	40%	38%	28%
Vo-Tech	25%	28%	40%
Jobs	12%	22%	7%
Military	12%	8%	8%
Undecided	0%	4%	17%
Married	7%	0%	2%

Figure 8. Placement Summary

5. Work Study

a. Year One.

1) Local Employment Inventory. At the start of the Year One, the Placement Officer visited all potential sites of part-time student employment throughout the 27 communities in the 9 valleys of the school district. He located 90 openings, most of them from small, family operated groceries and service stations. All agreed to on-the-job training both in the businesses and in the world-of-work. Since these small businesses would not otherwise hire part-time personnel, and were thereby not financially geared to it, the original work study startup payroll was totally subsidized by the project.

The Forest Service and one large general store each took in excess of 12 students. However, to be fair to all regardless of size, the project met the entire payroll.

2) Guidelines, Scheduling, and Placement. An initial poll of the 48 seniors and 67 juniors revealed that 40 seniors and 50 juniors were interested in after-school work study. Since 90% of the students depend on school buses for transportation, it was essential that students be employed in the communities of their residence. Because of employer/student residence confluence, the sparsity of part-time openings and employer diversity forced primary emphasis to the world-of-work rather than a fulfillment of expressed student work experience desires.

Each student completed a form that included the types of work desired. Whenever possible the student was assigned to work where he expressed potential career interest.

The students were then matched by experience desire to living/work location availability. Most students with their own transportation were able to be placed in accord with their desire regardless of location. This restriction denied the experience of students being interviewed by their prospective employers.

The matching assignment of students was restricted only by the element of relationship between employer and employee. Since nearly everyone in the area is somehow closely or distantly related to everyone else, it was determined that students could work for relatives no closer than that of a cousin. This was one of the factors that led to the publication of the Work Study Policy Guide.

To give all students the opportunity to work, within the budgeted funds available, it was determined that seniors could work two hours each Monday, Wednesday, and Friday. Juniors could work two hours each Tuesday, and Thursday. This also gave employers the assurance of having the positions filled five days out of the week.

3) Facilitation Work Study Forms. Throughout the fulfillment of this component, some 25 forms of application, permission, and record-keeping were developed.

4) Work Study Policy Guide. This guide was prepared to remove confusion and possible misunderstandings between students, parents, and employers. The only change after its publication was regarding employer liability for on-the-job accidents to students. The majority of small employers lacked any type of liability insurance. Not having regular employees, they did not carry workmen's compensation insurance and, without carrying the student on the payroll, he would not be so covered regardless.

To assure adequate protection to both students and employers, the work study payroll was added to the school's workmen's compensation policy. The added cost came out of the adjusted work study budget component.

5) Out-of-town Work Study. To provide a more relevant work study opportunity for second semester seniors, the school administration agreed to release the seniors from classes one day per week to travel to Taos. Regardless of class release, however, the project still faced the logistics of picking up and returning students to the outlying areas of their homes. There was also the shortage of activity buses compounded by the multitude of second semester field trips. It was finally resolved that all seniors would come to school on their regular school buses. Then, during the period that a school bus would normally remain idle, a single regular school bus was contracted to leave for the 25-mile trip to Taos. The students would work 3 hours, then return on the waiting bus in time to transfer back to their own school buses for the return trip home at the close of school. This also relieved the requirements of after-school athletics. Without this system, the athletes would have been deprived of relevant work study.

The Project Placement Officer located 40 cooperative employers in the Taos area. After 8 seniors took "early-out" on completion of graduation requirements at the end of the first semester, 40 remained. Of these 40, 32 expressed a desire to participate in the program.

The employers were so pleased with their work that several students were asked to return on Saturdays to work directly on employer payrolls. Two of the students were offered full-time jobs on graduation.

b. Year Two.

1) Policy. It was brought to the attention of the project at the close of Year One that, despite the completion of report forms from employers to the contrary, about one-third of the employers were treating our students in the manner of welfare

recipients. If the student did not desire to work or learn, he was retained as a work-study trainee regardless. The converse was also occasionally found where employers didn't want to be bothered with the students but had them "hang around and stay out of the way." This was to allow the student to continue receiving the work study pay without offending his relatives who did business there. In this district there is much interrelationship.

The following changes were proposed:

- a) Raise work study contributions from the project to \$1.25, as 75% minimum wage on Department of Labor Student Learner Permits.
- b) Secure promise from employer that if student worked out well, was learning and therefore more valuable, the employer would contribute another 25¢ per hour for the second and third months, 50¢ per hour for the fourth and fifth months, and 75¢ per hour for the remainder of the year. This would achieve two goals: provide incentive for students to apply themselves toward achievement of the \$2.00 per hour wage; require the employer to pay out of his own pocket in order to keep a work study student.
- c) If the student did not apply himself sufficiently to warrant the raise (after remedial counseling), he would not be doing the job and would be fired--as in the real world-of-work.
- d) Require the employer to interview at least three students, if that many wanted the same job, in order to: give interview experience to the students, and remove any possible complaints of employers stating that they would not have taken the student if he had not been assigned to him. The employer knows what to expect of the student, and the student knows what he is expected to do on the job. Have employers complete interview forms indicating why they did not hire certain students so the Placement Officer could review the reasons with non-hired students. This should prevent repetitions of the same mistakes, and better prepare them for post-graduate interviews.
- e) Job descriptions of all positions will be written in cooperation with the employer to further reinforce Change #4 and, whenever possible, learning achievement steps will be included as criteria for pay raises.
- f) Senior Work Study students would be excused from school for the one entire day each week to be bused to Taos for a 6-hour work day, as opposed to 3 hours in the afternoon as done in Year One.

These changes were incorporated into the Revised Work Study Policy, found in Appendix E.

2) Juniors in the Penasco Area. There were 49 juniors employed for 6 hours a week, during after-school hours, by 20 employers. The project also coordinated the employment of 10 juniors under the Vocational Cooperative Fund. The total number of juniors so placed and coordinated by the project was 59 with 22 employers.

3) Seniors in Taos. Seniors were excused from school each Tuesday and bused to and from Taos for six-hour work days. The project funded 26 seniors with 15 employers. The project also coordinated a like employment of 15 seniors from the Vocational Cooperative Fund. The total number of seniors placed and coordinated by the project was 41 with 27 employers.

4) Total Work Study. The total number of students employed through the project amounted to 100, with 49 employers.

5) Concession Stand Entrepreneurship. As an introduction to the business world, the management of the high school concession stand (for all athletic and social events) was transferred from the Junior and Senior classes, as their fund-raising activity, to the Student Council to raise funds for all school activities.

The Student Council appointed a manager and accountant, along with five regular workers, to run it as a profit-making business. As such, they were eligible for work study funds as any other business--especially since the workers were denied the time to engage in regular work study. The project paid the same base \$1.25 per hour to all workers, and the profits paid an extra 50¢ per hour to the manager and accountant for their added responsibilities.

As other businesses, they were obligated by the Work Study Policy to give raises to all personnel, if performance so warranted, from the business profits.

An indication of successful achievement of managerial responsibilities was revealed when the manager was informed that it was time to consider raises for himself and his workers. His first response was that they would have to check the books to assure they had earned sufficient profits to warrant raises for all personnel. This was a highly reinforcing response to the project staff.

c. Year Three.

1) Policy. After the experience of Years One and Two, only minor policy changes were required, primarily to meet 75% of the raised minimum wage. The final Work Study Policy Handbook is found in Appendix E. The revised policies of Year

Two proved sound, as indicated by the following dramatic change in dropout rates:

Year One	48.4%
Year Two	10.9%
Year Three	12.2%

Figure 9. Work Study Dropout Rates

6. Community Interaction

a. The Advisory Committee

The primary vehicle to community involvement is the 19-member Advisory Committee. The committee is made up of 2 students, 2 teachers, 2 assistant principals, 1 director of instruction, 1 counselor, 1 project director (State Department of Education), 2 clergymen, 1 Picuris Pueblo representative, 1 representative of the local USDA Forest Service, 1 rancher/merchant, 1 contractor, 1 ski-lodge operator, 1 service station owner, 1 HEW project director, and 1 postmistress/merchant. The Project Coordinator was appointed non-voting Recording Secretary in order to facilitate the coordination needs of the committee. The School Superintendent attended as a participating consultant to the committee. The committee is self-perpetuating by nominations for replacement to the school board. A working Constitution was written by the Project Coordinator, and revised and accepted by the committee.

Appointments to the committee were sent out by the school board. Upon acceptance of the appointments, each member received a packet of descriptive information regarding career education from the project. The packets were designed to be long enough to present the message and short enough to assure that they were read.

Primary objective of the 19-member advisory committee was the exploration of potential entrepreneurship for students to accomplish an industry that will not only bring the school and community together, but sustain a post-project work study program without outside funding.

In the circumstance of a rural, isolated community such as Penasco, it is not only a matter of bringing the community into the school for relevant education, it is also a matter of utilizing the new approach to the school to revitalize the community.

With such a dearth of hands-on, exploratory, work study experiential opportunity for the student, and a time-distance factor denying convenient access to the students, it is a matter of mutual advantage to develop local entrepreneurship through project stimulation to provide opportunities for the students. The need is to establish sustaining business-type opportunities in the manner of a private, non-profit corporation (e.g. profits split 50/50 between school and community facilities), which

would be restricted to 50% employment by work study students and 50% employment by post-school citizens.

In this manner, if it were operated by a full-time professional business manager to assure success rather than failure, it would become self-sustaining to the continuation of career education work study and career exploration activity after the termination of the three-year project. Several hypothetical businesses were broached by the coordinator as examples to stimulate the thinking of those citizens who know from experience what might work out in Penasco. It was stressed that the enterprise must become self-sustaining to avoid the characteristic rise and fall of previous federal injections of money that die as soon as the money is removed.

There were four basic avenues of exploration: 1) leather tanning and crafts, 2) hydroponic gardens, 3) solar greenhouses, 4) wood products industries.

1) The potential use of the abundance of cow and deer hides from local slaughter was investigated to salvage for local tanning and craftsmanship. This was dropped due to the difficulties of establishing and maintaining a local tannery.

2) We had visitors come in from commercially successful hydroponic garden enterprises, and several members of the committee visited such businesses. The idea was not considered feasible due to excessive heating costs at this 7,600-foot attitude.

3) Our unpaid consultant in the solar greenhouse exploration has been Mr. William Yanda, Director of Solar Energy Projects for the Four Corners Commission. See applicable excerpts from committee meetings in Appendix F.

It was determined to submit a proposal, through Mr. Yanda to the Governor's Energy Commission for the funding of such a greenhouse (1,000 square feet with inside tiers to provide 1,700 square feet of growing area) for construction on the campus, total startup inventory, one year of pay for a fulltime coordinator, and stipend pay for work study students to learn as well as provide work study experience. It was projected that the venture would become self-sustaining by the end of the one-year funding. See Appendix F for the local proposal.

This proposal was accompanied by letters of intent to follow through by both the Advisory Committee and the Board of Education. It was met with approval for intent of purpose by the Governor's Energy Commission, but disallowed for funding as a commercial rather than a research project. (The Project Coordinator felt it should have been considered a research exercise in economic bootstrapping of a depressed community through school interaction, but acknowledged that it is not pure scientific research.)

We are still attempting to find a local source to build his own commercial solar-greenhouse, with the benefit of the consultant experience already secured, for the mutual benefit of lower-cost student work study labor.

One of the elements of the school-based commercial solar greenhouse was to be the reciprocal use as a working laboratory for Biology, Physics, Math, and Carpentry classes. Mr. Yanda suggested a 100-square-foot greenhouse to be constructed by students for the use of students. Materials cost would be approximately \$300. total, or \$125. for the special plastic if local merchants supplied normal construction materials. The student members of the Advisory Committee are now working on setting up such a greenhouse under the joint responsibility of the Honor Society and the Student Council. This is projected as a limited work study entrepreneurship to raise flowers for local dances, weddings, and funerals.

4) The feasibility of a wood products industry is being explored with the in-depth research cooperation of the USDA Forest Service Research Technology Laboratory of Ft. Collins, Colorado, the Bureau of Business Research at the University of New Mexico in Albuquerque, and the Crafts Specialist of the New Mexico Arts Commission in Santa Fe. Phases I and II are about complete, see Appendices G and H. Phase III, to locate independent financial capital as a private business, will begin in the near future. This is a project of multi-million dollar magnitude. It will not be attempted unless the resultant proposals are of sufficient breadth and promise to appeal to bank financing.

In essence, the proposal is to utilize the wealth of fine handcraftsmen in northern New Mexico to create very expensive furniture in four proposed colonial styles (including the local Spanish Colonial) for delivery on order to exclusive stores across the nation. These stores have already been surveyed and have committed themselves to purchase on order if the quality product materializes. There will be no competition with commercial furniture factories. Only through the production of custom work of this nature can the supply and delivery logistics of this isolated area be overcome.

b. Work Study Self-sustaining Development Proposal

As can be seen from the above, the primary activity of the Advisory Committee has been to find ways of fulfilling work study without subsidization. With this emphasis, the Advisory Committee has, in effect, become a local chamber of commerce. As a representative cross-section of the community, the 19 members representing teachers, housewives, students, and ministers, as well as local merchants, gives an unusual makeup for a chamber of commerce-type activity.

All phases of career education are now successfully installed. All phases are established to be self-sustaining--except the work study program. The very reason for locating the project in an isolated, rural area, as most in need of career education, has served to defeat the self-sustaining aspect of work study.

Despite the lack of completed success thus far, the committee is working very hard to follow through and achieve the success. It is apparent that such success will not come through in time for the forthcoming non-project year. For this cause, a proposal was written to the current round of Office of Career Education funding to sustain the subsidized work study component for one more year. The purpose of this proposal is extracted from the summary as follows:

The purpose of this proposal is three-fold: 1) to sustain the momentum of the strong Work Study Program established, as part of the overall established thrust of career education in the schools; 2) to demonstrate to other rural communities that, regardless of geographical isolation, a total self-sustaining career education program can be established if participants are willing to work for it; and 3) to establish a reflexive fallout of the use of career education as a change agent to bootstrap the economic climate of a severely depressed area.

The 11-page narrative section of the proposal is found in Appendix J.

c. The Penasco Valleys Arts and Crafts Fair

The project started in the second year of the National Endowment for the Arts Sculptor-in-Residence program, sponsoring Taos sculptor Ted Egri. Mr. Egri is a nationally recognized professional. Several faculty and townspeople approached him regarding teaching adult classes in the dying art of wood-carved Santos, Bultos, and Retablos--a craft that was formerly strong in these mountains when they were isolated by roads as well as distance. In response to this, Mr. Egri brought up Mr. Max Roybal, a well-recognized Santero (maker of Santos) from Albuquerque. They spent the night in Penasco, and so many people wanted to meet Mr. Roybal that an impromptu meeting in a local restaurant brought out 35 people. It was suggested that they should have an arts and crafts fair. It was then suggested that the publicized intent of the career education project made it the natural sponsoring agent.

Spontaneous enthusiasm was so great that the Project Coordinator agreed to have the project serve as a coordinating agent. It was agreed that such a fair would serve the purpose of building pride in personal accomplishment; to show students what their friends, relatives, and neighbors could do; and to stimulate arts and crafts-manship among the students. It also might well develop into a local entrepreneurship activity.

Again, however, the coordinator insisted it be a totally cooperative community action project in order that it not depend solely on the project for success, to become self-sustaining after the project. The project also insisted that it be co-sponsored by Mr. Egri, representing NEA, and Mr. Duran as School Superintendent representing the school, as well as the Project Coordinator representing PENCEP. The project took responsibility for the school facility to house the fair, and paid students to manage parking problems as assistants to Sheriff's Deputies.

Three weeks and five night meetings later the First Annual Penasco Valleys Arts and Crafts Fair took place on Saturday and Sunday, May 11 and 12. There were 48 exhibitors and close to 500 attendees. Exhibitors were restricted to residents of the Penasco Valleys, and open to all ages of the community. The restriction was to prevent being overwhelmed by the huge arts and crafts colony of nearby Taos. Continuous live music was furnished free by various groups, including the Picuris Pueblo. The total effort was volunteer with the exception of the above project expense for student help in parking, maintenance, and cleanup of the school facility for classes the following Monday.

The most rewarding comments overheard were "I didn't know you could do work like that." and "I'm going to start right now making things for the fair next year."

There were no entry fees or prizes. There was no commission for materials sold. Those who did sell, sold well.

Mr. Egri terminated his position, to be taken up by Mr. Rick Fisher in Project Year Two, as previously described in Part III. B. 3. j. The Project Coordinator initiated the formation of The Penasco Committee for the Cultural Arts as a non-profit corporation to continue the fairs. In Year Two the project again funded costs and provided leadership, however a 10% commission was charged on all materials sold to provide a working treasury for the corporation. This, along with donations, gave the corporation a \$187.00 working fund. The second annual fair was more successful than the first, with 67 exhibitors and 800 attendees.

In Year Three, the leadership, operation, and financing was totally in the control of the committee with only working energy support from the project. The Annual Penasco Arts and Crafts Fairs are a true self-sustaining reality as student/adult, school/community interaction. See Appendix I. for representative news clippings of the first three fairs.

7. Dissemination

a. Public Relations. News releases from the project, as well as interviews and visitations from media sources, resulted in PENCEP articles in the following sources:

The Taos News
The Santa Fe New Mexican
Los Penasqueros
Penasco Valley and School News
Careers (Singer Education Division)
Livewires (N.M. Dept. of Ed., Vocational Education Program
Development Department)
New Mexico Manpower News Digest
The New Mexico School Review (NEA)

The project also produced a newsletter "Lo Que Pasa" (what's happening) for local and national dissemination, including an extensive newsletter exchange with other project sites.

Representative articles, as well as the latest articles published since the last quarterly report, are found in Appendix K.

b. Offsite Dissemination. During the annual USOE Site Evaluation at the close of Year Two, Mr. William Sands, Program Officer of Region VI, was sufficiently impressed with the project to state that during Year Three we should make a distinct push to visit other school districts for dissemination of PENCEP as a working model. This would, of course, be in addition to further entrenching of career education to the project site. The Year Three proposal plan for refunding accordingly included a considerable amount of time/money/effort for the purpose of dissemination throughout the Colonial Spanish area of Northern New Mexico, Southern Colorado, and Southern Utah.

The approach of the project staff was to throw total effort from every conceivable angle into the objective of a successful career education program. On a research and development approach, the original proposal is not a hard and fast hypothesis to be proved or disproved, it is a logical take-off point of departure. The primary goal is to find a valid, self-sustaining method of assisting students, and to reshape the proposal in any way necessary to achieve the intent of the proposal.

Our enthusiasm and drive toward this achievement was such that, on realization that we had fulfilled the goal, we had to stop and determine how we did it. What were the key points that could be transportable in a dissemination mode? Regardless of regular report recording of the activities involved, how could we pull it all together for effective dissemination? And after the methodology was established, how could it be effectively packaged?

These were the challenges accepted in addition to the primary task of sustaining and intensifying implementation to the project site itself. The more success we had at the project site, the more demands that were made for implementation. I.e., when a teacher is suddenly converted after two years of effort, that teacher wants and deserves as much implementive help as we could give. This is what led to the 100% fusion in the current Year Three. As a consequence, even though we had teachers and administrators volunteering

to assist in dissemination, the progress toward resolving the nature and method of effective dissemination was slow. As will be seen in the Conclusions and Recommendations of Part VI, one of the most important, and surprising, reasons for project success did not make itself apparent until the later part of Year Three.

c. "The PENCEP Process" Book. A staff meeting discussion on the manner of projected dissemination of career education to other schools revealed that, even though we have a full and complete career education program in accord with proposal goals, there is no comprehensive statement of our total program. Teacher Coordinator Angelina Sullivan pointed out that regardless of workshops, mini-conferences, and in-service meetings, very few teachers in this school district are aware of the many activities going on outside their personal working domains.

It was the valid intent of dissemination planning to utilize the actively implementing teachers as much as possible. If the teachers are not aware of the overall picture, how can they disseminate it? Calling upon the staff members themselves reveals a knowledge of all activities, but it is a random rather than cohesive knowledge. All parties had been striving toward the goals of the Proposal, the Target Model, and the Circle Model, yet there was no single statement comprehensive enough to cover the many activities taking place.

It was thereupon resolved to produce a brochure to accomplish:

- 1) Straightforward, brief, vital reasons for engaging in a career education program.
- 2) A factual statement of how PENCEP has done it (not a theoretical statement of how it should be done).
- 3) A format or layout so designed that the reader will be hooked into opening the brochure, and to continue reading and learning through to the end. This consideration is extremely important in that:
 - a) Teachers and administrators are barraged with reading material that is usually scanned and put aside for thorough reading at a later date that never arises.
 - b) Unless a teacher puts out his own money for a textbook, or is forced to read it as a text to pass a college credit course, 95% of the target teachers will not make the effort.
 - c) The great majority of project books are filled with lovely photographs and grand statements that accomplish nothing more than an exercise in impressive public relations. They do not teach why, show how, or inform the public of the true nature of career education.

This is the challenge the project accepted. Without such a document, the majority of our dissemination attempts would be exhortation and examples of what can be done without the continued follow-through to assure that it will be done. If we could let them see how they could do it for themselves, it might be more effective than traveling around and telling them how it could be done.

This led to the very successful "The PENCEP Process" brochure, located in Figure 4 starting on page 21 of this report. Dissemination was to all school staff, professional and nonprofessional, members of the School Board and Advisory Committee, as well as all work study employers and other locally interested parties. The increased understanding gained from this document will greatly assist in post-project self-sustenance.

The brochure was sent to all 88 school districts of the state, and all sources on our exchange and information state and national mailing lists. It was also used as a basic working document by the New Mexico Highlands University Career Education Workshop at the close of the school year. Local, state, and national response has been most rewarding.

d. "The PENCEP Process" Slide/Tape Presentation. During the three project years approximately 1,000 slides were shot for various in-service presentations. The best and most representative were culled for a 150-slide presentation along with a 14-minute synch-sound cassette tape. The narration script is found in Appendix L.

This presentation was shown at the last in-service meeting, for teachers reinforcement as well as understanding, and to the School Board and to the Advisory Committee as part of the coordinator's final project reports. It will be used by the Director of Instruction in his post-project part-time position of Career Education for orientation of new teachers. It will be made available to the State Director of Career Education for use in her workshops throughout the state.

e. "A Partial Collection of Observed Activities Fulfilling Career Education in the Penasco Schools." (See Appendix B.) The activity book was described in Section B. 2. e. It is further discussed in Part VI as a tool of contingency behavior in the stimulation of teachers toward fusion activities. Full local, state, and national dissemination was made of this third edition.

f. Workshop/Conference Participation. Another form of dissemination is attendance at workshops and conferences to share the experience and findings of PENCEP, as well as to learn from what others are doing at their sites. The following such participatory workshops were attended by staff and school administrators:

Mini-conference on resolution of An Introduction to Career Education:
A Policy Paper of the U.S. Office of Education, sponsored by Dr. Kenneth Hoyt, Washington, D.C.; July, 1974.

- Mini-conference on Evaluation of the Role of the Change Agent in Career Education, sponsored by the National Institute of Education, conducted by the Center for Vocational Education, Ohio State University, Denver, Colorado; August, 1975.
- Preliminary conferences for the writing of position paper on Industry, Education, and Labor to be presented to the 1976 annual meeting of The National Association of Secondary School Principals, sponsored by USOE and NASSP, Dallas; December, 1975.
- Conference on Establishment of Career Education Evaluation Standards and Guidelines, sponsored by USOE Region VI BOAC for Regional Part C and Part D Coordinators, Dallas; January, 1975.
- National Conference for Part C and Part D Project Coordinators of Career Education, sponsored by USOE BOAC, Dallas; January, 1975.
- Western Regional Research Coordinating Unit Conference, sponsored by New Mexico Research Coordinating Unit, gave presentation of "Career Education in a Rural, Isolated School District," Santa Fe; August, 1975.
- Annual Conference of New Mexico Vocational Educators, delivered speech on "The Roles of Career Education and Vocational Education," New Mexico State University, Las Cruces; August, 1973.
- Presentation of PENCEP Operation to NM State Department of Education, Vocational Education Department, Santa Fe; January, 1975.
- Second Annual Arizona Career Education Conference, Phoenix; March, 1975.
- Third Annual Arizona Career Education Conference, Tuscon; March, 1976.

g. Site Visitations.

- 1) Throughout the three project years the site was visited by 167 representatives of other parts of the state as well as the nation, along with 4 representatives of the nation of Columbia.
- 2) In April, 1975, the project hosted the annual school visitation meeting of the New Mexico Research and Study Council. This was attended by 44 school superintendents, counselors, and teachers.

h. Certificates of Appreciation. The project had printed Certificates of Appreciation for members of The Advisory Committee (after expiration of their terms), Work Study Employers (at the end of each participatory year), and Resource Persons (at the close of each school year.) Many of the recipients expressed considerable surprise and appreciation for this gesture of gratitude.

IV. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

A. The Overall Accomplishments

The primary accomplishments of this project were: 1) the acceptance of the fact that there is a need for career education, 2) conversion to belief that such an idealistic concept could actually be fulfilled in Penasco, and 3) fulfillment of that concept.

The project was begun in an atmosphere of acceptance of the possibility of positive change by the school administrators, and negative reluctance on the part of already-overworked teachers who faced the implementation of a federally-funded Bilingual Program as well as Career Education in the same Year One. There was little appreciation for the need for career education on the part of the teachers; as is the case with most teachers, they presumed that whatever they taught was relevant to the post-school world regardless of the lack of perceived relevance on the part of the students.

The project was completed in an atmosphere of distinct acknowledgement of the need, and realization that the need could not only be fulfilled but that fulfillment would set up a more positive attitude toward learning and school activities in general.

It is easy to make the above statement, the fact of 100% fusion through all teachers to all classes makes the claim a perceived reality.

B. The Unfulfilled Challenges

1. Self-sustaining Work Study

The Advisory Committee is now aware that innovative business or entrepreneurship can be accomplished, as discussed in sub-sections a. and b. of III. B. 6. The wood products industry has a high chance for fulfillment and success. Hopefully the proposal for one-year sustaining funds will come through to help bridge the gap. If not, there will be a distinct drop in student/community morale, and committee efforts to build community enterprises to utilize our work study students will meet with distinct apathy from many sources.

It was never stated or implied in the proposal that the project should be a change agent for the overall economy of the area. It was stated that a complete work study program be implemented, and this was done with well-recognized success. It was so successful that it became apparent to the coordinator in Year One that very positive action would have to take place to sustain that success after project closeout. If the adults of the community do not succeed with the initiation of sufficient enterprises to fill this gap, we can only hope that the students will have gained enough positive motivation to create their own entrepreneurial work study outlets.

2. Sequential Progressive Objectives

The project researched, consolidated, and developed a comprehensive 35-page statement of Career Education Elements and Outcomes to be achieved in each of the 13 grade levels. They are good goal statements; they are not behavioral objectives. The teachers have been fulfilling these goal statements with varying degrees of success, but there is no defined progression of learning.

The rationale and methodology for developing an observable, measurable sequence of career education was stated in the Recommendations of the Year Two Interim Report as a distinct need for this and all career education infusion. Unfortunately this element of research development was not fulfilled due to pressures of onsite implementation. Once the ball was rolling we exerted primary efforts to sustain and assure self-sustaining of fulfillment.

3. Outreach Dissemination

As described in Section III. B. 7. c. above, it was the project's stated intention to send out teams of staff and faculty to other rural schools to assist their unsubsidized efforts to fulfill career education. By the time the materials were developed to disseminate the results of the project, there was insufficient time and funds to follow through with that intention. We did develop the materials to be so used by those who follow. And the materials are of sufficient value to help other schools regardless of the lack of outreach teams from the project site.

4. Job Survival, Decision-Making Classes

Throughout the term of the project, the coordinator worked closely with the secondary school principal in attempting to schedule one semester or one quarter for a senior high school class devoted to this subject alone. The class time logistics of such a small school were too limited to ever allow this to take place. The small faculty, dispersed into the regularly required courses, could never be shaped into the flexible structure available in a large school.

One Social Studies teacher did take the required 25 class hours to go through the Singer Job Survival Kit with one class of his students. Both he and the students were enthusiastic, but he felt guilty at depriving his students of the full amount of Social Studies his students were expected to know.

It is assured that the upcoming elementary students will have no need for such a direct exposure to Job Survival and Decision-Making. They are assimilating it through the kits and subject-matter fusion starting with Kindergarten and Grade One. However, if one cares enough for the future of students to engage in career education in the first place, one does not appreciate seeing young adults leave school without all the background possible. Since there were no "undecided" category seniors in this year's graduating class, we are assured that

they are assimilating at least part of this through their subject-matter class fusion.

5. The Penasco Valley and School News

The project invested considerable energy and funds toward upgrading the quality of the school paper in format, subject coverage and community adult appeal to attract advertising to a self-sustaining business venture. This was discussed in all Quarterly Reports and in III. B. 3. k. of this report. The visual quality of the paper is greatly improved. The Journalism teacher did double duty to get this challenge across to his students; however, at this stage of project maturity, the students were not yet ready to perceive and take on the challenge. The groundwork is laid; perhaps, as PENCEP matures and the more sophisticated students come up from the elementary and junior high career education exposure, they will eventually fulfill the possibilities of a school/community newspaper.

C. The Pragmatic Results

1. Completed 35-page statement of Goals and Objectives through the 8 career education elements to expected outcomes for each across the 13 grade levels.
2. Organized and completed a series of comprehensive orientation workshops for all faculty and administrators, with scheduled follow-up inservice sessions to work out problems as they arose.
3. Secured written statements of the manner of proposed achievement of career education goals and objectives through their particular classes and realms of affectiveness from each of the faculty and administration members attending the inservice workshops.
4. Devised a classroom materials articulation chart.
5. Faculty, administration, and project staff members went on 33 orientation/workshop trips.
6. Purchased and scheduled usage of kits, workbooks, and 50 4-minute "Most Important Person" films throughout K-6 elementary grades.
7. Set up a Teacher Resource Center with reference guides, activity cards, ERIC indices, field trip travel center, 76 16-mm films, 49 class use filmstrips, and associated materials.
8. Set up an increasingly well-used Student Media Center with 1603 Occupational File Reference Cards for reference retrieval use of media in the forms of filmstrips, cassettes, microfiche, briefs, and books.
9. Set up an Exploration/Evaluation Skills Center with 13 Singer Vocational Evaluation Units with scheduled use by all 8th and 9th grade students.

10. Integrated the 64 satellite dramatic-programmed videotapes for all 7th Grade students.
11. Students went on 114 career education sponsored field trips.
12. Devised progressive articulation of both elementary and secondary grades curriculum/fusion design and plan of implementation.
13. Fused career education through 100% of all teachers in all classes.
14. Implemented a work study program involving 83% of all Juniors in local after-school work and 83% of all Seniors in one-day-per-week, career-oriented work study in Taos.
15. Secured professional competitive job interviews for all work study students, as well as employer wage contributions as merit pay raises, along with decline in the number of work study dropouts.
16. Involved the Advisory Committee as a local "Chamber of Commerce" to set groundwork for establishment of commercial solar greenhouse and wood products industry to sustain work study after loss of project subsidization.
17. Initiated and provided organization for the first three Annual Penasco Valleys Arts and Crafts Fairs as a school/community cooperative event.
18. Initiated Penasco Committee for the Cultural Arts to sustain Fair after loss of project leadership. The third Fair was run by this committee with help, rather than leadership, from the project.
19. Devised an Organization/Function Chart that delineated project working responsibilities between school administration, project coordinator, teacher coordinator, job placement counselor, faculty, community and state.
20. Completed layout and site marking of PENCEP Ecology Careers Nature Trail, along with teacher guidebook and synch-sound slide/tape presentation.
21. Assisted establishment of pre-vocational Metals Shop (no vocational metal shop in the school) as further hands-on exploration facility.
22. Negotiated and contracted for comprehensive third-party evaluation. Revised design to include control school in accord with first establishment of CE evaluation criteria by USOE.
23. Established Student Council management and operation of the High School Concession Stand as an entrepreneurial work study business.

24. Upgraded high school newspaper quality appearance toward partial community participation as a Penasco Valley and School Newspaper.
25. Participated in National Career Education Policy Resolution Mini-Conferences with Dr. Ken Hoyt in Washington, D.C.
26. Administered Kuder E Interest Inventory to grades 7-12, to be sustained at entering 7th Grade level.
27. Completed three annual editions of outstanding class activities for dual purpose of showing longitudinal thrust as well as public reinforcement of hard-working teachers.
28. Initiated and disseminated "Lo Que Pasa," a newsletter of happenings in the Penasco Careers Education Process.
29. Completed dissemination materials: PENCEP Target Model, PENCEP Circle Model, The PENCEP Process Brochure, The PENCEP Process Slide/Tape Presentation.
30. Hosted 167 visitors to the project, including one presentation to 44 members of the New Mexico Research and Study Council.
31. Delivered dissemination presentations to other state schools as well as state and national conferences.
32. Raised level of aspiration as perceived through college entrance from pre-project 15% to Project Year Three 40%.
33. Developed decision-making ability to drop the undecided category of 17% in Year One to 0% in Year Three.

V. EVALUATION

A. Third-party Evaluation Design

The contracted third-party evaluator for this project is Kirschner Associates, Inc. of Albuquerque. The originally approved evaluation design for Year One, found in Appendix M, called for subjective, in-depth interviews with a representative student/faculty/administration population to assess fulfillment of proposal objectives. It also included followup of all graduating seniors, either by mail or phone. It was presumed that the same design would be followed for all three years to assure valid year-by-year gain or loss with Year One as the baseline.

B. Third-party Evaluation Design Revision

Following the September, 1974 regional meeting in Dallas to discuss the revision of evaluation requirements, two meetings were held in the state offices in Santa Fe with the state Project Director, the local Project Coordinator, and the third-party evaluator. The original evaluation design was built to accomplish an in-depth evaluation of three-year growth and progress toward proposal-established goals. The design was well-received on federal, state, and local levels, and it was felt strongly that the basic progress measure design should not be disturbed lest it destroy the value of the final evaluation.

In order to fulfill the intent of the new evaluation requirements for hard data, it was determined to add a further factor of control data to the existing design. Since the project site is 100% involved, the only possible control would have to come from cooperation with another rural school district of like size, ethnic, and socio-economic structure. The Pecos, New Mexico School District was selected and agreed to cooperate.

The appraisal of available standardized test instruments to secure this control measure was assigned to the third-party evaluator. The in-depth investigation documented in their Interim Report described their evaluative criteria, which resulted in the conclusion that no available instrument could yield results of true measurement. They recommended that the current design be applied to the control school. A review of their Interim Report, Appendix N, bears out the soundness of their approach and conclusions. Their recommendation was accepted.

C. Final Evaluation Report

The final evaluation report begins on the next page.

KIRSCHNER ASSOCIATES, INC.

Final Report
Peñasco Career Implementation Program
Third Party Evaluation
June, 1976

Prepared for
New Mexico Department of Education
Vocational Education Division
Santa Fe, New Mexico

Albuquerque

TABLE OF CONTENTS

	Page
SUMMARY	1
I. INTRODUCTION	3
II. METHODOLOGY	6
Overview of the Evaluation Design	6
Data Collection Procedures	8
III. DATA AND FINDINGS RELATED TO EVALUATION QUESTIONS	10
PENCEP Evaluation Questions	10
Question 1: Have PENCEP's objectives been achieved?	11
Question 2: In what ways are PENCEP's outputs related to achievements of objectives?	25
Question 3: What non-program variables appear to influence the achievement of PENCEP's objectives?	38
Question 4: Has PENCEP had any impact on Community Institutions?	40
Question 5: What problems have been encountered by PENCEP in meeting its outputs and attaining its objectives?	42
Question 6: What changes would be required in order to improve the effectiveness of PENCEP?	42
IV. SUBJECTIVE FEEDBACK ON THE PENCEP PROGRAM: OPINIONS OF STUDENTS, TEACHERS, AND ADMINISTRATORS	43
Graduates and Seniors	43
Teachers	45
Administrators	51
V. CONCLUSIONS	58

APPENDICES

- APPENDIX A - PENASCO TEACHER QUESTIONNAIRE
RESPONSE DISTRIBUTIONS
- APPENDIX A/C - COMPARISON TEACHER QUESTIONNAIRE
RESPONSE DISTRIBUTIONS
- APPENDIX B₁ - PENASCO GRADUATE (CLASS OF '73 & '74)
QUESTIONNAIRE RESPONSE DISTRIBUTIONS
- APPENDIX B₂ - PENASCO GRADUATE (CLASS OF '74)
QUESTIONNAIRE RESPONSE DISTRIBUTIONS
- APPENDIX C - PENASCO SENIOR QUESTIONNAIRE RESPONSE
DISTRIBUTIONS
- APPENDIX C/C - COMPARISON SENIOR QUESTIONNAIRE RESPONSE
DISTRIBUTIONS
- APPENDIX D - PENASCO EIGHTH GRADE QUESTIONNAIRE
RESPONSE DISTRIBUTIONS
- APPENDIX D/C - COMPARISON EIGHTH GRADE QUESTIONNAIRE
RESPONSE DISTRIBUTIONS
- APPENDIX E - PENASCO FOURTH GRADE QUESTIONNAIRE
RESPONSE DISTRIBUTIONS
- APPENDIX E/C - COMPARISON FOURTH GRADE QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

LIST OF TABLES

Table		Page
1	Percentage of Penasco and comparison school students who feel it is important for a person to have a job	60
2	Percentage of Penasco and comparison school students who feel a person's job is important to his life satisfaction	60
3	Percentage of Penasco and comparison school students who expect to become employed	60
4	Percentage of Penasco teachers who feel capable of judging their students' attitudes toward work	61
5	Penasco and comparison school teachers' responses to the question: What proportion of your students have a positive attitude toward work?	61
6	Percentage of Penasco students who say there has been discussion in their classes about jobs	63
7	Percentage of Penasco and comparison school students who identify "school" as the best place to learn "the important things in life."	64
8	Percentage of Penasco and comparison school students who say they would like to quit school	64
9	Percentage of Penasco and comparison school students who believe learning is life-long	64
10	Percentage of Penasco and comparison school students who intend to go to college	66
11	Percentage of college-bound 1976 Penasco seniors giving listed reasons for attending college (Multiple responses allowed, thus the total is greater than 100%)	66
12	Penasco and comparison school teachers' responses to the question: What proportion of your students have good work habits?	67

LIST OF TABLES
(Continued)

Table	Page
13 Penasco and comparison school teachers' responses to the questions: What proportion of your students have good learning habits?	67
14 Penasco and comparison school teachers' responses to the question: What proportion of your students show a real interest in learning?	68
15 Percentage of Penasco and comparison school students who can identify their intended careers	70
16 Percentage of Penasco and comparison school seniors who say career identified is lifetime choice	70
17 Responses of Penasco and comparison school seniors to question: When did you decide this would be your career?	70
18 Percentage of Penasco and comparison school seniors who are currently doing something to prepare for their career	72
19 Responses of Penasco and comparison school teachers to question: How many of your students seem to know as much about selecting a career as they should?	72
20 Percentage of Penasco graduates who say they received information about jobs and how to prepare for them while they were in high school	72
21 Percentage of Penasco graduates who say they were given advice or guidance about career decisions while they were in high school	74
22 Percentage of Penasco and comparison seniors who report having received skills training or job experience while in high school	74

SUMMARY

The 1975-76 school year represents the third year the Penasco Career Education Process (PENCEP) has been carried out, and the third and final year of third party evaluation of the PENCEP program. Each year the evaluation has included interviewing Penasco graduates, administrative and teaching staff, seniors, and eighth and fourth graders to determine their standing on a number of factors related to the program's endeavors and to obtain their opinions of the program's functioning. For the past two years, teachers, seniors, and eighth and fourth graders in a neighboring school system were also interviewed, in order to obtain comparative data.

PENCEP held objectives in five major areas: the development of favorable attitudes toward work and behavior conducive to obtaining it; the development of favorable attitudes toward formal education and behavior conducive to continued learning; the development of appropriate career decision-making skills; the development of appropriate job skills; and the placement of the maximum number of students in meaningful, productive careers. In the first two areas, clear cut evidence of objective attainment is lacking. In the case of "... favorable attitudes toward work ..." the evaluative evidence is conflicting: direct measures of the students show no change over time and no difference from the comparison group; the teachers, however, believe that changes have occurred in their students' attitudes toward work. In the case of "... favorable attitudes toward education ..." it appears that some students may have been influenced by the program; no widespread effects are evident, however. In the area of developing appropriate career decision-making skills, PENCEP has clearly been effective. Evidence from both direct measures of the students and from teachers' opinions attest to this. With regard to the area of developing appropriate job skills the program has also been successful. The

number of Penasco students reporting such skills has increased each year and substantially exceeds the comparison group. In the last area, job placement, PENCEP has not met with success. The program has determined that this objective is inappropriate for a rural, isolated school system.

INTRODUCTION

The Penasco Career Education Process (PENCEP) has been funded under Part D of the Vocational Education Act, P.L. 90-576, for three years, beginning in 1973. The initial year was funded at \$114,669 and raised to \$115,884 during the second and third year.

PENCEP was designed to serve the Penasco Independent School District in rural Northern New Mexico. The population of the area covered by the school district is approximately 4,000; the residents live in some 27 villages which range in size from 30 to 600. Approximately 900 students attend the Penasco Public Schools and 100 students attend St. Anthony's Parochial Elementary School (which is also included in the PENCEP program). Unemployment in the area is high and immediate area employment opportunities are sparse. Half of the residents who are employed must commute, some driving as much as 200 miles a day, others returning to their homes only on weekends. Much of the younger population has moved away from the area in order to find work; 45 percent of the families which remain receive some sort of welfare assistance.

These population characteristics present obvious challenges to the career education program which operates in their context. The PENCEP model addressed these challenges during the past three years through a program of grade related progressive elements. These elements include, in the elementary grades, developing awareness of self and others, the world of work and responsibility, and of occupations and careers. At the junior high level, students begin exploring their desired life styles, their own capabilities, and career clusters; high school students develop their career directions, their academic and vocational skills, and importantly, their abilities to make decisions concerning life choices. The elements are conveyed via a variety of approaches including standardized career education materials (both written and audio visual),

field trips, skills exploration and evaluation units, contacts with resource persons, a work/study program, and class fusion. This last approach, which the PENCEP staff reports is now practiced in all classes at all grade levels, involves vigilance in relating the subject taught to applications in the "real" world, particularly the world of work. A math teacher, for example, might point up the uses a carpenter would make of geometry.

The 1975-76 school year represents the final year of Part D funding for PENCEP. With the exception of the work/study aspect of the program (for which external support is currently being sought) PENCEP's elements and approaches will be continued in grades K-12. The school's teachers have received in-service training which will support them in continuing their roles as program agents; responsibility for administering PENCEP will be absorbed by the non-teaching staff.

PENCEP has been evaluated over a three year span of time, beginning with the 1973-74 school year. Nineteen seventy-six represents the final year of the evaluation; this year's findings will be compared with those of the previous years to determine whether PENCEP has successfully carried out its intended program approaches and met its objectives. In this final report we will ascertain the status of the program with regard to each of the evaluation questions which underlies the longitudinal evaluation study. We will also report some subjective feedback from those who have been involved with PENCEP (students, teachers, and administrators)--feedback which may be useful for shaping and orienting the PENCEP program as it continues in Penasco. Finally, we will weigh the success of the program in each of its five major areas of endeavor.

The text of the report takes up, first, a discussion of the evaluation methodology underlying the study. Subsequent to that discussion, the findings of the final wave of data collection are presented in two chapters. In Chapter III, data are presented

which bear on the evaluation questions around which the three year study has been organized. In Chapter IV, opinion data on the program (subjective feedback) from teachers, administrators, and students are presented. In the final chapter of the report we draw evaluative conclusions regarding the effectiveness of PENCEP in attaining its objectives.

Following the narrative text of the report are a set of ten appendices. The appendices present the questionnaires given to each respondent group--graduates, teachers, seniors, eighth graders, and fourth graders--and the distribution of responses to each question. Care was taken to format the appendices in a manner identical to that used in the previous two years, so that comparisons between 1974, 1975, and 1976 study results could easily be made. For the reader's convenience, whenever the results of a given question are discussed in the text, a reference is given which allows the item to be easily located in the appendix.

II

METHODOLOGY

Overview of the Evaluation Design

Evaluation of the PENCEP program has been conducted longitudinally, beginning in the 1973-74 school year. Data have been collected each spring from the graduates, seniors, and eighth and fourth graders, as well as from teachers and administrators. Each successive year's respondent groups thus represent increasing degrees of exposure to the program.

During the second year of this longitudinal study, the design was amended to include comparison groups (in accordance with suggestions made by the U.S. Office of Education for the third party evaluation designs of career education programs). The comparison groups were teachers, seniors, and eighth and fourth graders from a school district similar to Penasco, but not having a formal career education program. Adding comparison groups to the original longitudinal design enables us to compare each year's findings about the classes' increasing exposure to the program to findings about classes which have had no formal career education program such as PENCEP in their schools. Comparisons of this sort were intended to help track the progress of PENCEP's effects, and determine how much difference increasing exposure to the program makes to the students in the class studied. In addition, inclusion of comparison groups allow us to make these comparative statements without concern as to whether historical or maturation factors have contributed to whatever differences may be observed; because the comparison observations are made at the same point in time, there is no opportunity for these factors to influence the findings. In short, the addition of comparison groups to the evaluation design enables us to speak with greater certainty about the impact of PENCEP on the students in the Penasco school system.

The comparison site chosen for incorporation in the PENCEP study was another small Northern New Mexico town. Penasco and the comparison site (and their respective school systems) were not, of course, perfectly identical. There is a very strong similarity between the two on several important characteristics, however. Penasco has a population of 450, the comparison site, 598. Both village school systems serve the populations of the surrounding country side; the number of students per square mile in each instance is approximately 1.8. The median family income is \$3,750 annually in Penasco and \$4,000 in the comparison village. Twenty-two percent of the adults in Penasco are high school graduates, compared with 29 percent in the comparison community. The unemployment rate in Penasco is 12.6 percent; in the comparison community it is 8.5 percent. Approximately 98 percent of the Penasco school system's pupils and 93 percent of the comparison school system's pupils are Spanish surnamed. Two factors, of which we were not aware when the comparison site was chosen, may have had some bearing on the study's outcome with regard to student employment: 1) a large religious retreat facility, located approximately eight miles from the comparison site, offers a number of "student-type" jobs: part time and summer work in culinary and custodial services, and 2) an NYC program which sponsors summer jobs for students, operates in the comparison town.

The comparison site has, of course, no formal externally funded career education program. The administrators and teachers in the comparison school are conversant with the concept of career education and its importance is recognized. Eighty-seven percent of the teachers report that certain career education activities are carried out in the comparison school system. Among the activities mentioned are class discussions and projects, integration of career education concepts and information into the subject taught, and the use of audio-visual aids, speakers, activity cards, and other specific career education support devices. The comparison school also

takes advantage of what state materials and workshops are available in career education. The comparison school thus recognizes, values, and practices career education concepts; it does not do so in a formal, comprehensive, and coordinated manner, however, and has no financial resources that can be applied specifically to career education.

Data Collection Procedures

During each yearly observation period or wave, data were obtained in Penasco, from administrators, faculty, graduates, and students, and in the comparison school system, from faculty and students. These data were supplemented with school records from both sites showing attendance patterns, dropout rates, job placement statistics and other indicators of system-wide conditions.

For the final, 1976 wave of the study, data were collected in Penasco during the week of April 5th, and during the following week in the comparison school. Information at both schools was gathered during personal interviews with teachers and seniors. In addition, a 10 percent sample of fourth and eighth graders was interviewed. A total of 110 interviews were obtained in Penasco, including 47 classroom teachers, 12 administrators, 36 seniors, 7 eighth graders, and 8 fourth graders. The "administrators" category included both school system officials and PENCEP staff. At the comparison site, 47 classroom teachers, 69 seniors, 7 eighth graders, and 7 fourth graders were interviewed. All interviews were based on the structured questionnaires designed by the contractor for the various categories of respondents.

Interviews with respondents at both Penasco and in the comparison school were conducted in private rooms made available by school officials for that purpose. The student interviews were scheduled during school hours, and students were excused from classes for their interviewing sessions. Teachers were interviewed during school hours and immediately after the close of the school day, whenever their teaching and activity schedules would permit.

Logistical and scheduling preparations for the student, teacher, and administrator. Interviews were made by the PENCEP Teacher Coordinator in Penasco, and by the elementary and high school counselors in the comparison school, prior to the contractor's arrival.

Information from former Penasco students was collected by the contractor this year through telephone calls. Data were acquired from 19 graduates of the class of 1973, 11 of the class of 1974, and from 8 of the 1975 graduates.

III

DATA AND FINDINGS RELATED
TO EVALUATION QUESTIONS

The design for this longitudinal study of Penasco's career education program was formulated around a set of evaluation questions. These questions delineated the information of concern about the program: the answers to them would provide a basis upon which to appraise PENCEP's effectiveness as well as provide feedback about the program's operation to those who were responsible for its conduct. The questions which form the foundation of the PENCEP evaluation are reiterated below. Each of the questions will be discussed in turn in this and the following chapters. The discussions will take into account data acquired over the three year time span of the study.

PENCEP Evaluation Questions

1. Have PENCEP's objectives been achieved?
 - a. Have students developed favorable attitudes toward work and behavioral patterns conducive to obtaining work?
 - b. Have students developed favorable attitudes toward formal education and behavior conducive to continued learning?
 - c. Have students developed appropriate career decision-making skills?
 - d. Have students developed appropriate job skills?
 - e. Have the maximum number of students (including dropouts) been placed in meaningful, productive careers?

2. In what way are PENCEP's outputs (that is, the program's activities) related to the achievement of its objectives?
 - a. Have outputs been carried out?
 - b. What evidence exists that outputs have contributed to the achievement of objectives?
3. What non-program variables appear to influence the achievement of PENCEP's objectives?
4. Has PENCEP had any impact on community institutions?
5. What problems have been encountered by PENCEP in meeting its outputs and attaining its objectives?
6. What changes would be required in order to improve the effectiveness of PENCEP?

Question 1: Have PENCEP's objectives been achieved?

The discussion of this question will focus on describing the data acquired during the study which are pertinent to each of the program's five major objectives. (A specific answer to the question requires consideration of data relating both to the objectives and to PENCEP's program approaches. That consideration is taken up in the "Conclusions" chapter.) Each objective will be examined in turn.

- a. Have students developed favorable attitudes toward work and behavioral patterns conducive to obtaining work?

Appendix B₂, Q.1, 2
 Appendix C, Q.1, 2
 Appendix C/C, Q.1, 2
 Appendix D, Q.1, 2
 Appendix D/C, Q.1, 2
 Appendix E, Q.1, 2
 Appendix E/C, Q.1, 2

In 1976, as in preceding years, all of the Penasco graduate and student respondent groups indicate they feel it is important for an individual to have a job if he is not in school. That opinion is held by students interviewed in the comparison school as well. The reasons advanced for the importance of having a job vary only slightly from those given in past years. Graduates of the class of '75 have returned to the emphasis the class of '73 placed on "basic support" as the rationale for job holding; they do not mention "independence" as a reason for working, as '74 and '73 graduates did. This year's seniors tend more often to see jobs as experience-producing and as learning situations than was true in the past. With these exceptions, the reasons given are quite similar across all three years and do not differ from the comparison group's.

Appendix B₂, Q.6
 Appendix C, Q.6
 Appendix C/C, Q.6
 Appendix D, Q.6
 Appendix D/C, Q.6

The graduates and older students were also asked whether they think a person's job contributes much to his life satisfaction. The responses have not changed over the three years and do not differ from the comparison group's: there is felt to be a strong relationship between one's job and one's satisfaction with life.

Appendix A, Q.12

The willingness of Penasco teachers to express a judgment regarding their students' attitudes toward work has increased substantially since 1974: 83 percent feel they can so judge their students this year compared with 63 percent the first year. A higher proportion (36%) of the teachers interviewed this year say that "all or most" of their students have positive attitudes toward work. Twenty-four percent of the teachers who expressed an opinion in 1974 said that. Penasco teachers also rather substantially outweigh the comparison school teachers in the positiveness of their viewpoints on student attitudes: 11 percent of the comparison school teachers perceive that all or most of their students have positive attitudes toward work.

Appendix A, Q.14

Appendix A/C, Q.3

Appendix D₂, Q.4

Regarding the development of behavioral patterns conducive to obtaining work, we asked graduates and the older students to identify the factors they feel are responsible for being hired and for being kept on the job. In answer to the "factors in hiring" questions, 1975 graduates most often mention the ability to get along with others as the important factor in being hired; no 1973 graduate mentioned this. In contrast, the 1973 graduates most often singled out work habits as the most important factor in

being hired, a factor not mentioned by any 1975 graduate interviewed.

Appendix C, Q.4

The responses of this year's seniors to the "factors in hiring" question differ from the senior classes' of '74 and '75 only in emphasizing work habits slightly less as an important factor. Responses of the eighth graders have not changed appreciably with time, and for all groups the comparison school's response distributions are almost identical on this question.

Appendix D, Q.4

Appendix C/C, Q.4

Appendix D/C, Q.4

Appendix B₂, Q.5

Appendix C, Q.5

Appendix C/C, Q.5

Appendix D, Q.5

Appendix D/C, Q.5

The factors identified as important in keeping a job have been remarkably stable on the part of all the respondents over the time they have been studied. A person's work habits and his ability and job performance are uniformly cited as the important factors in retaining a job by each group at both schools.

Appendix C, Q.9

Appendix C/C, Q.9

When asked if they expect to become employed after completing their schooling, the students answer affirmatively in similarly high proportions across all years. The comparison groups do not differ from Penasco respondents in their plans to become employed. Among the 1975 graduates we were able to interview, all were currently unemployed, and three-quarters of these were currently attending school. Seventy-nine percent of the 1973 graduates interviewed and 64 percent of the 1974 graduates are not working now. For 40 percent of the 1973 unemployed graduates

Appendix B₂, Q.9, 10

Appendix B₁, Q. 1, 2

this was because they were going to school (only one respondent said he was looking for work); 79 percent of the unemployed 1974 graduates interviewed are not working because they are attending school.

- b. Have students developed favorable attitudes toward formal education and behavior conducive to continued learning?

In order to ascertain the graduates' and older students' perspectives on the value of formal education, we asked them, first, what are the important things a person needs to know in order to get along in the world, and following that question, whether the best way to learn these things is by going to school. The responses of all groups (including the comparisons) have remained essentially unchanged over the three years of this study, identifying skills in the "getting along with others" category as the important ones. Similarly unchanged from the first year is the preponderant response of all groups that school is the best place to learn important skills for living. The discrepancy between the proportion of Penasco seniors (75%) and comparison group seniors (59%) who cite "school," however, is greater this year than in the past.

When asked whether they would quit school now if they were free to do so, all of the groups (including the comparisons) have answered resoundingly "no"

Appendix B₂, Q.24, 25

Appendix C, Q.31, 32

Appendix D, Q.30, 31

Appendix C/C, Q.48, 49

Appendix D/C, Q.30, 31

Appendix C, Q.34, 35

Appendix C/C, Q.51, 52

Appendix D, Q.24, 25

Appendix D/C, Q.24, 25

Appendix E, Q.13, 14

Appendix E/C, Q.13, 14

during all of the years of this study. Among all groups, the most often mentioned justification for continuing education has been that it is generally desirable to have adequate schooling, with the next most frequently mentioned reason being that better job opportunities are available to those with better education. These reasons continue to be advanced by the comparison groups as well.

Appendix C, Q.37

There have been some rather striking changes since 1974 in the answers of seniors to the question regarding how far they intend to go in school. During the first year of the study, almost half of the seniors (48%) indicated they would complete their schooling with high school graduation; this year that figure has dropped to 22 percent. Fifty-three percent say they will go on to college and an additional 6 percent plan to obtain advanced degrees. When we asked the Penasco seniors why they felt it was important to go as far as they planned to in school, they most often answered, in order to prepare for work or a career in a particular area.

Appendix C, Q.38

Among the graduates, the proportion of respondents reporting they are currently enrolled in college has changed very little over the three years of the study: the figure ranges between 26 and

Appendix B₂, Q.27

Appendix B₂, Q.34

Appendix C, Q.43

Appendix C/C, Q.60

Appendix D, Q.33

Appendix D/C, Q.33

Appendix E, Q.19

Appendix E/C, Q.19

Appendix A, Q.18

Appendix A/C, Q.7

39 percent, declining with the elapse of time from high school graduation. A substantially greater proportion of the graduates has reported enrollment in vocational training each year (9%, 19%, and 38% of the '73, '74, and '75 graduate respondents respectively).

When asked whether a person keeps learning all his life or stops learning things when he stops going to school, all respondent groups (except the comparison fourth graders) indicate that learning is life long. This response has been obtained throughout the three years of the study.

Through the teacher interviews we obtained several assessments of the students' attitudes and habits associated with learning. Teachers were asked first to appraise their pupils' work habits, that is, their students' dependability, responsibility, and cooperation with others. Responses to this question in 1976 do not differ substantially from those given in 1974. It continues to be true, however, that Penasco teachers see their students as having better work habits than do the teachers in the comparison school. Fifty-three percent of the Penasco teachers said this year that more than half their students have "good" work habits. Among the comparison teachers, 34 percent hold this view of their students.

Appendix A, Q.19
Appendix A/C, Q.8

Teachers were also asked to assess their students' attitudes toward education. The proportion who feel that more than half their students have "a real interest in learning" has declined somewhat since 1974; 49 percent hold this view in 1976, 63 percent expressed it during the first year of the study. While it is true that about the same proportion (45%) of comparison school teachers as Penasco teachers feel that more than half their students have a real interest in learning, twice as many Penasco teachers (26% vs. 13%) say that all or most of their students view learning so positively.

Appendix A, Q.20,
Appendix A/C, Q.9

Finally, when asked about their students' learning and study habits, 34 percent of the Penasco teachers (as compared with 48% in 1974) said that more than half their students have "good" learning and study habits. Among the comparison school teachers, 20 percent feel that more than half their students' learning and study habits could be so appraised.

Appendix A, Q.21

Teachers were asked again this year to give an overall appraisal of change in their students' attitudes toward school and school work habits. Somewhat more of the Penasco teachers (76%) than last year (62%) said they noticed a difference in their students' attitudes toward school and school work

Appendix A/C, Q.22

habits. As was true last year, the two most often mentioned areas of difference are the display of positive attitudes on the part of students and their more diligent application to school work. Almost twice as many teachers as last year cite the emergence of positive attitudes, however. An increased proportion of the teachers this year also point up negative changes which have occurred (37% vs. 17%). Most prominently mentioned among these are that student motivation has lessened.

Appendix A/C, Q.10

Appendix A/C, Q.11

In the comparison school, 79 percent of the teachers report that this year's students differ in their attitudes toward school and school work habits. Sixty-two percent of the changes described are positive, such as better attitudes, and more diligent application to school work. Thirty-eight percent of the changes cited are negative; decreased motivation is the type of change identified in almost every instance.

c. Have students developed appropriate career decision making skills?

Appendix C, Q.11

As noted earlier, a high proportion of the students expect to become part of the employed labor force when they are through with school. There is less certainty expressed by the Penasco seniors this year regarding the occupational field they will enter, however. Seventy-one percent of the seniors as compared

Appendix D, Q. 11

Appendix E, Q.5

Appendix C/C, Q.11

Appendix D/C, Q.11

Appendix E/C, Q.5

with 80 percent in 1974 and 91 percent in 1975, specified the occupational field they have decided to enter. (It might be noted that all but one of the students who did not specify an occupational field, stated they were still thinking about the type of work they would like to do, and all had specific career areas they were considering.)

All of the Penasco eighth graders interviewed this year described occupational fields they expected to enter while 75 percent of the Penasco fourth graders were able to do so. The proportion of comparison group seniors who could specify their anticipated career areas was 81 percent; 71 percent of the eighth graders interviewed and all of the fourth graders interviewed in the comparison school were able to do so.

In 1975, the Penasco and comparison group seniors differed markedly in identifying the jobs they had decided on as lifetime careers (47% of the comparison group seniors vs. 19% of the Penasco seniors). This year the proportion of seniors who feel the work area they have chosen represents a lifetime career choice is identical, 35 percent in both schools, and this figure does not differ from the 1974 Penasco seniors.

Appendix C, Q.16

Appendix C/C, Q.16

Appendix C, Q.18

Seniors and eighth graders were asked how they had made their career decisions. About one quarter of the Penasco seniors' responses (as was also true in 1974) cite personal interest in the career area as the reason a particular career has been chosen. The highest proportion (30%), however, focus on aspects of the career description they feel they will enjoy and an additional 18 percent of the responses mention on-the-job experience as a factor helping them decide to take a job in a particular area. These responses are new this year. A sizeable proportion (22%) of the comparison group seniors' responses also mentions, for the first time, aspects of the career description that appeal to them, although the largest proportion of the responses (37%) fall in the "personal interest" category. Personal interest also remains the most often made response of the eighth graders at both schools.

Appendix D, Q.12

Appendix D/C, Q.12

Appendix C, Q.19

Appendix C/C, Q.19

The data show no difference between 1974 and 1976 Penasco seniors in the point at which they made their career decisions, and the comparison group does not differ from these classes in any significant respect. Most seniors say they have made up their minds in their junior or senior years of high

school. When asked whether they were doing anything to prepare for their future careers, considerably more of the 1976 Penasco seniors answered "yes" (83%) than was true in either 1974 (71%) or 1975 (60%). The Penasco seniors also far exceed the comparison school seniors in their current preparation efforts; only 54 percent of the comparison seniors say they are doing anything to prepare for their future careers.

Appendix B₂, Q.18

Appendix C, Q.23

Appendix D, Q.18

We asked the graduates and current students what sort of advice they would give a friend who was trying to decide what to do when he had finished school. Perhaps the most striking change in the graduates' responses is that this year many fewer of them (20%, compared with 38% in 1975 and 32% in 1974) focus on acquiring college or vocational training in support of a career decision. The most often mentioned form of support cited this year is to "help (the friend) make his or her plans." Responses of this sort focus on supporting the *process* of making the decision rather than giving the friend specific advice. Among the Penasco seniors, as was true in 1974, this year's class most often recommends considering one's own capabilities in order to make appropriate plans for future careers. The class of '76 places much less emphasis

on seeking information from school sources and from parents and much greater emphasis on gaining some work experience than did the 1974 seniors, however. The responses of the comparison group seniors differ from those given in Penasco only in their slightly more frequent suggestion that school sources are useful in providing information for career decision-making. Among the eighth graders this year, responses to advising a friend about career decisions are distributed much more widely than in the past. Suggestions include talking to friends and relatives, talking to a counselor and talking to people about their jobs. The comparison group eighth graders continue to most often mention helping the friend make plans as the assistance they would give.

Appendix A, Q.15

Sixty-six percent of the Penasco teachers this year were able to rate their students' ability to make career-related decisions. Of those able to make such a judgment, many more in 1976 (31%) say that "all or most" of their students know as much as they should about selecting a career. In 1974, only 13 percent of the teachers felt this was true. Twenty-two percent of the teachers responding in 1974 said "very few" of their students were

Appendix A, Q.17

Appendix A/C, Q.6

equipped to make intelligent career choices; in 1976 that proportion is 3 percent. In the comparison school, 3 percent of the teachers who were able to make a judgment thought that "all or most" of their students were appropriately capable of making career-related decisions and 41 percent considered "very few" of their students to have this capability.

d. Have students developed appropriate job skills?

Appendix C, Q.44

Ninety-four percent of the Penasco seniors report having acquired training or job experience of some sort during their high school years. (In 1974, 83% of the seniors reported such experience; in 1975 the figure was 80%). In contrast, 65 percent of the comparison group seniors say they have gained training or job experience during their school years.

Appendix C/C, Q.31

Appendix C, Q.46

Appendix C, Q.47

Appendix C/C, Q.34

Of the Penasco seniors who have acquired job experience, about the same proportion as in 1974 (68%) attribute the experience to the PENCEP program. When asked whether they felt adequately prepared by their training or experience to take a job in the area they had trained in, about two-thirds (as was also true in 1974) responded "yes." Among the comparison seniors, 58 percent said

they felt adequately prepared to take a job in the area in which they had acquired experience or training.

- e. Have the maximum number of students been placed in meaningful, productive careers?

Statistics were collected by PENCEP on future plans of the 55 members of the 1976 graduating class. These data indicate that 67 percent (compared with 69% in 1974) of the class have made plans for obtaining post high school education. Forty-two percent (29% in 1974) of the seniors say they will go to college; 25 percent (40% in 1974) are planning to enter vocational-technical schools.

Seven Penasco seniors (13%) are entering the military service and six (11%) say they will seek employment. Of this number, two are continuing on jobs for which they were hired in the work/study program.

Question 2: In what ways are PENCEP's outputs related to achievement of its objectives?

Assessing the relationship between outputs and intended program accomplishments requires, first, determining whether intended program outputs have been carried out. Has PENCEP, in fact, over the three years of its operation, implemented the major features of its intended program in career education?

a. Have outputs been carried out?

PENCEP's programmatic character can be described in general categories of effort, or output. One major category of output concerns the provision of information on career areas and specific occupations and the preparation required for them. A second category is the provision of information on the career benefits of formal education. A third area of program effort lies in educating students to make career decisions. PENCEP is also aimed at providing exposure to the world of work, providing individualized counseling, and providing job placement and follow-up services. Through our interviews with teachers, administrators, and students, we have obtained information relating to PENCEP's activities in each output category.

Career and career preparation information.

When asked what they would describe as the goals of the PENCEP program, teachers this year, as in the two previous years, most often mentioned "providing information on occupations and careers and how to prepare for them." More than half of the teachers (a slightly higher proportion than in the two previous years) gave this response when asked to describe the goals of PENCEP.

Appendix C, Q.24

Appendix C/C, Q.24

Appendix E, Q.7

Appendix D, Q.19

Appendix D/C, Q.19

Appendix E/C, Q.7

Appendix C, Q.25

Appendix C/C, Q.25

Appendix D, Q.20

However, the proportion of seniors reporting having discussion about jobs in class declined steadily from the previous two years. While 53 percent of this year's seniors reported remembering discussions, 60 percent of last year's seniors and 74 percent of 1974's seniors recalled such discussions. In addition, more seniors in the comparison group reported discussions of jobs in class than did this year's Penasco seniors (as was also the case last year). In the case of fourth graders, there was no change from the last two years with 50 percent of the students interviewed reporting that they learned about jobs. Slightly less than half of the eighth graders (43%) reported learning about jobs as opposed to 56 percent last year and 50 percent the first year of the program. More of the comparison group eighth graders than Penasco eighth graders said they had learned about jobs this year and many fewer of the comparison fourth graders reported learning about jobs.

The students were also asked what kinds of topics had been discussed. The response distributions from both the Penasco and comparison group seniors showed marked similarity to previous years: occupational descriptions and applying for jobs are the two

most often mentioned topics. This year's eighth graders, as well, mention these two topics most often, while comparison eighth graders continue to report "factors in selecting occupations" most often.

Appendix E, Q.11

When asked if there were other jobs they were interested in learning about, the fourth graders generated a list of 12 jobs. Most often mentioned were careers in medicine and police work.

Appendix C, Q.26

Appendix D, Q.21

Appendix D/C, Q.21

Appendix C/C, Q.26

The seniors and eighth graders were, in addition, asked specifically if there had been any discussion in their classes of jobs available in Northern New Mexico. A slightly higher proportion of Penasco seniors than in 1974 answered "yes" to this question in 1976, (32%). Fifty percent of Penasco's eighth graders answered "yes" as opposed to none who answered "yes" in the program's first year of operation. None of the eighth graders and only 18 percent of the seniors in the comparison school said that jobs available in Northern New Mexico had been discussed.

Information on career benefits of formal education.

Appendix C, Q.40

This year seniors were asked directly if there had been discussion of or information made available to them

Appendix C/C, Q.57

on the career benefits of formal education. Two-thirds of the Penasco seniors said "no" while just over one-third (38%) of comparison group seniors said "no."

Information on making career decisions.

Appendix C, Q.27

As discussed earlier, students identify class discussions as one source of information on jobs and how to choose them. When asked if other sources of such information were available over three-quarters of the seniors answered "yes," a proportion very nearly the same as in the past two years. The proportion of eighth graders answering "yes" went from about half, over the last two years, to 86 percent this year.

Appendix D, Q.22

Appendix C, Q.28

Half of the Penasco seniors interviewed said that they got career information from PENCEP (including the Media Center, work/study, and the Evaluation Units), representing a sharp decline from previous years. In 1975, 90 percent of seniors interviewed and, in 1976, 60 percent of all seniors interviewed mentioned PENCEP as one source of career information they had used. This year larger proportions of seniors mentioned employers, family, and friends as sources of information on making career decisions. The proportion of eighth graders mentioning PENCEP as

Appendix D, Q.33

Appendix C/C, Q.23

Appendix D/C, Q.23

Appendix B₂, Q.19Appendix B₂, Q.20

a source of career information also dropped this year from the previous two years, from 50 percent the first year, to 67 percent the second year, to 43 percent mentioning PENCEP this year. Moreover, this year, for the first time, more eighth graders mentioned their family as a source of career information than mentioned PENCEP. The most popular response among comparison group seniors was "school personnel or counselor;" among comparison group eighth graders it was "family."

The 1975 graduates were asked whether information had been available to them in making career choices when they were in school. Of this group only 13 percent said "no" in contrast to 31 percent of 1974 graduates who said "no" and 56 percent of 1973 graduates who said "no." These figures show a substantial increase each year in the number of graduates who did receive career information. The percentage of students mentioning PENCEP as a source of information rose slightly from 54 percent of 1974 graduates to 57 percent of 1975 graduates.

Providing exposure to the world of work.

Teachers describe a number of ways in which PENCEP has supported them in

their efforts to provide their students with exposure to the world of work. As was the case in past years, most prominently mentioned among these are the special materials available through or purchased by PENCEP, class projects, and field trips.

In addition, students have also been provided with work exposure through a variety of means by the PENCEP staff. Students have had access to several formal work-exposure techniques such as Singer Evaluation Units, Occupational Exploration Kits, Career Information Kits, and last year, the STD transmitted materials. Other resources available from PENCEP include written materials as well as the knowledge and expertise of staff.

Finally, approximately 100 students were again this year employed in work/study arrangements, which have been substantially improved over 1974's. Having arranged for several more employment opportunities, the PENCEP staff at the same time stepped back from the work/study experience to allow a greater degree of realistic contact between employers and student employees. This greater realism included the opportunity for student employees to earn raises (contributed by the employers), to make employment arrangements on their own,

to receive evaluative feed back on their job performance directly from the employer rather than indirectly via the job placement officer, and to obtain letters of recommendation from employers for use in future job applications. Further senior work/study participants were given citizenship and responsibility awards, if they were found deserving.

Providing individualized guidance and career counseling.

Each year Penasco graduates have been asked whether they had received any guidance or counseling about jobs or careers while they were in high school. Each year the proportion of "yes" responses has risen: from 52 percent of the 1973 graduates, to 69 percent of the 1974 graduates, to the impressive level of 88 percent of the 1975 graduates who said they had received help. PENCEP (including career education) accounts for 26 percent of the source-of-guidance citations made by the 1975 graduates, resembling closely answers given by 1974 graduates (of whom 33% mentioned career education and the Job Placement Officer). The most often mentioned source of career information both last year and this year by graduates was the counselor.

The percentage of Penasco seniors who said that they had received guidance

Appendix B₂, Q.12

Appendix B₂, Q.22

Appendix C, Q.29

and counseling remained close to the percentage of seniors of previous years (58% this year). The primary source of this help, however, has changed from the counselor most often named by the 1973 graduates, to family and friends, mentioned most often by 1974 graduates, to the Job Placement Officer, named by one-third of the 1975 graduates who received guidance.

Appendix C, Q.30

Providing job placement and follow-up services.

Appendix C, Q.50

Fifty-eight percent of 1976 seniors state that they have had contact with the Job Placement Officer, as contrasted with 72 percent who saw him last year and 46 percent who so stated in 1974.

Appendix C, Q.51

Of those who had contact with the Job Placement Officer, 76 percent say they obtained jobs under his auspices, a drop from previous years (94% in 1974, and 86% in 1975). Almost all of the job placements referred to by the students as outcomes of contact with the Job Placement Officer in 1976 are work/study placements; only two seniors have been "placed" in post-graduation jobs by the placement officer, and these are continuations of work/study positions. It has been acknowledged by the PENCEP staff, that job placement is an unworkable objective for a rural career education program; local placement opportunities are inadequate and it would consume

too great a proportion of program resources to attempt to develop jobs for placement over a wider geographic area. In 1976, PENCEP consciously curtailed its job placement efforts, focusing instead on developing the students capabilities to find work on their own.

- b. What evidence exists that outputs have contributed to the achievement of objectives?

The relationship of the output activities just described to the accomplishment of PENCEP's goals was addressed through two sets of questionnaire items; one set posed to the teacher, another to the seniors.

Appendix A, Q.6

We asked the teachers in our interviews with them whether they felt the goals of the PENCEP program, considering the capabilities of the students, are attainable. About two-thirds of the 1976 respondents feel that the goals are attainable, which is about the same percentage as last year, although down slightly from the program's first year of operation. Teachers were also queried about changes they had noticed--in their students work habits in school, their attitudes toward work, and their knowledge of careers and how to prepare for them. Teachers who noted differences on these dimensions between this year's and last year's students were asked what

factors they considered accountable for the differences reported.

Appendix A, Q.21

Seventy-seven percent of the Penasco teachers asked report that their classes this year and last differ in their attitudes toward school and school work habits.

Appendix A, Q.22

Most of those teachers noting changes cited positive changes: more positive attitudes (52%), and students' more diligent application to school work (20%).

Appendix A, Q.24

Thirty-two percent of teachers felt that students were less motivated. Fifty-six percent of teachers queried felt that this year's seniors display different attitudes toward work, careers, and career preparation requirements.

Appendix A, Q.25

Eighty-seven percent of these cited positive changes, including greater awareness about jobs, more enthusiasm, and more interest in jobs.

Appendix A, Q.26

Asked to identify the factors they consider responsible for these differences, 40 percent of the teachers cited PENCEP specifically and work/study and class discussions were cited by another 23 percent.

Appendix A/C, Q.10

Seventy percent of the teachers interviewed at the comparison school said that they had also noticed changes in attitudes of their students toward school and school work habits. Sixty-five percent of the changes cited were

Appendix A/C, Q.11

Appendix A/C, Q.12

Appendix A/C, Q.13

Appendix A/C, Q.14

positive, 38 percent negative. There was no consensus on the reasons for the change. Slightly fewer comparison school teachers than Penasco teachers noted any differences in attitudes of this year's students toward work and careers; while 43 percent had noticed differences, 45 percent had not noticed any differences. Of those teachers who had noticed differences, 60 percent mentioned positive changes, while 35 percent thought that many students seem less interested in the future than last year's classes.

Appendix A, Q.27

The Penasco teachers were also asked to identify and appraise any changes they felt had occurred in the PENCEP program over the last year's time. Forty-three percent of those questioned said the program had changed, down from 72 percent of teachers last year who said the program had changed from the first year of program operation. The differences identified fall into three categories: changes in the students, changes in teachers, and changes in the program operation. Teachers who noted changes felt that both teachers and students were more familiar and involved with the program this year than last. The most common program change noted was better organization and effectiveness of PENCEP. Also mentioned was

greater availability of materials and facilities, more responsiveness to teachers' needs on the part of PENCEP, and fewer in-service meetings. As can be seen from these responses, even those who noticed changes in the program seem to be referring to a stabilization that took place this year, closely related to greater familiarity with it on the parts of both teachers and students. Only two responses of a total of 36 responses to the question "What sorts of changes have you noticed?" were negative.

In our efforts to appraise the links between program efforts and accomplishments, we also asked the seniors a series of questions regarding PENCEP. (These questions were new this year. Throughout our previous year's interviews with the students in Penasco we have avoided naming the career education program or making any inquiries directly about it, in order not to contaminate or lead responses.) This year, at the close of the interview, we asked the seniors first, whether they were aware that there was a career education program operating in their school. All the respondents answered that they were aware of the program. We then asked them whether they had learned anything from PENCEP during the time they had been exposed to it. Eighty-six percent

Appendix C, Q.67

Appendix C, Q.68

Appendix C, Q.69

said they had. Asked to tell us what it was they had learned, the largest proportion of responses (23%) focused on having acquired job experience through the work/study program. The next most often mentioned area of learning (accounting for 18% of the responses) was information about careers, closely followed (16%) by the students mentioning they had developed concern about the future and felt encouraged to make plans. Other things a few students each said they had learned as a result of PENCEP were how to get along with people, how to prepare for job interviews, how to accept responsibility, how to communicate better, and how to perform certain job skills.

Question 3: What non-program variables appear to influence the achievement of PENCEP's objectives?

The non-program variables we considered most relevant for inclusion in the questionnaires were the characteristics of students to whom PENCEP's activities are directed. We assumed it possible that the degree of the program's impact on students would vary, depending on such characteristics as student age, sex, ability, motivation, and other factors. In order to test this hypothesis, we asked the Ponasco teachers and administrators whether they feel that PENCEP serves all students equally well or if

Appendix A, Q.29

some students benefit more from the program than others. Thirty percent of those responding in 1974 thought that the program was serving all students equally, the proportion giving this answer in 1975 was 63%; 34% this year said that the program serves all students equally. There is substantial agreement among teachers that a student's attitude is most important in determining to what extent an individual benefits from the program. Forty-six percent of the responses indicated that students with negative attitudes benefit least from the program. Twenty-five percent of the responses indicated that the older student benefits more, while two respondents disagreed, stating that this year, emphasis was on the younger student. Eleven percent felt that those students who are involved in special features of the program such as the work/study program benefit more than others.

Appendix A, Q.30

Four of the 12 administrators we interviewed said they felt all of the students were benefiting equally from PENCEP. It was pointed out by several in this group that "equally" implied that the program had something for everyone, although that "something" might vary from age group to age group. Of the eight respondents (67%) who felt

the programs benefits were somewhat disproportionate, four felt the high school students, and particularly the seniors, gained most from PENCEP because they were given the most "real" world-of-work experiences. The remaining four attributed any disproportionate gains in evidence to motivation on the part of the students to take advantage of the program elements.

In addition to student characteristics, it also became clear this year that an external factor has importantly influenced the achievement of PENCEP's objectives. This factor is the local job market which, due to the rural and isolated status of the locale, is extremely attenuated. During the third year of PENCEP's operation, the staff capitulated to the influence of this factor and retreated from efforts to realize the program's job placement objective.

Question 4: Has PENCEP had any impact on Community institutions?

PENCEP has strongly influenced the Penasco school system's resources, classroom activity, and the experience of its students. The school system, then, is the primary institutional recipient of PENCEP's effects. There is evidence as well, of the program's spread of influence into the community. The community

advisory committee's members are reported to be well involved with PENCEP. They have assumed responsibility for the task of attempting to find a local means of subsidization for the work/study program. Toward this end, efforts are being made to establish a commercial solar green house and a wood products industry. The local townspeople are said to have become quite familiar with the program, its activities, and its objectives. Surveys carried out by the school administration indicate that parents are well informed about many of PENCEP's activities. The second annual community/school arts and crafts fair was held in May and involved the participation of many community members as well as the attendance of many others. The work/study aspect of PENCEP affects, to some degree, the community's economic and labor market resources. If the efforts to develop local industry are successful, the impact of the program on the community will have been strong indeed.

The critical instance of institutional impact by PENCEP will occur if the program is able to maintain its influence on school experience and on the school-community relationship. It will be sometime, of course, before the nature and extent of such impact can be judged.

Question 5: What problems have been encountered by PENCEP in meeting its outputs and attaining its objectives?

Question 6: What changes would be required in order to improve the effectiveness of PENCEP?

These evaluation questions are considered most appropriately covered in the following chapter concerning subjective feedback on the program.

IV

SUBJECTIVE FEEDBACK ON THE PENCEP PROGRAM:
OPINIONS OF STUDENTS, TEACHERS, AND ADMINISTRATORS

Graduates and Seniors

Appendix B₁, A.11

Appendix B₂, Q.23

We asked both the 1973 and 1974 graduates to tell us, with benefit of their real world perspective, what sort of help would have been useful to them as students in deciding on preparing for a career. The categories of assistance most often named by the 1973 graduates are work experience or training and information on specific jobs. Nineteen seventy-four graduates identify counseling and guidance as the primary form of assistance they could have used. Nineteen seventy-five graduates really seemed at a loss to identify or at least agree upon anything more that the school could have done to prepare them for a career. Forty-four percent couldn't think of any suggestions and the rest each named a different kind of help the school could have provided. Included among these were counseling, work-experience, and specific information about occupations.

Appendix C, Q.60

The seniors were asked for their overall appraisal of the help they had received from the school staff (including teachers) in deciding what kind

of work to pursue. Nineteen percent of the seniors say they received "a lot of help," 39 percent received "some" assistance, 33 percent received "a little help," and 6 percent "none" from the staff. This distribution shows a slight drop in the amount of help reportedly received this year by seniors as opposed to last year's seniors. Those who received "some" or "a lot of help," totaled 66 percent of 1974 seniors, 77 percent of 1975 seniors, and 58 percent of 1976 seniors.

Appendix C, Q.11

When seniors were asked to suggest ways in which the school staff could be more helpful to students in solving job and career problems, they came up with a great variety of suggestions. Twenty-eight percent of seniors felt that just talking with teachers and staff about what jobs are available and how to get them would help. More personalized help and more job market information were suggested by 16 percent of the seniors. Eleven percent suggested providing information on additional occupations and another 11 percent suggested improving the quality of work/study jobs.

Appendix C, Q.56

We also asked the seniors some questions specifically regarding their opinions of the work/study program. All but one of the work/study participants said they were happy with their job

placements in the program, a substantial increase in satisfaction over past years. And, every participant stated he/she was satisfied in general with the help they had received from the Job Placement Officer. When asked whether they had any suggestions for improving the help the Job Placement Officer gives to students, 85 percent of the participants could think of no improvements that might be made. Among the suggestions made by the remainder of the participants were to have students spend more time on the job, to develop more and different work/study positions, and to place only one student with any given employer.

Teachers

Appendix A, Q.32

We asked the teachers to make suggestions for ways to help students "prepare for the future." Specifically, we asked them to suggest ways in which they themselves, other members of the school system staff, the students, and their families could help.

In response to the question asking what they as teachers could do, this year as in past years, the largest single category of response concerns relating the subject matter taught to careers; that is, to infuse career education into the subject areas for which

they are responsible. A wide variety of other suggestions were made, including providing more extra-curricular programs and activities and bringing in outside speakers. But the largest response category was made up of 24 percent of the teachers who have no suggestions and there were another 12 percent who indicated that teachers are doing a good job of helping students prepare for the future now.

Appendix A, Q.33

Concerning what non-teaching, administrative members of the staff could do to help students prepare for the future, one-third of the teachers didn't know or had no suggestions about assistance this group could lend. Twenty-eight percent of the teachers said that counselor contact with students regarding careers needs to be increased, and 17 percent of the teachers would like more support from the administrative staff in disciplinary matters.

Appendix A, Q.34

When asked if there were anything the students and their families could do, the teachers' most often mentioned suggestions, as last year, were that parents develop positive attitudes and self confidence, and show more interest in the students and their school life. Students, it was suggested, should read more.

Appendix A, Q.35

The teachers were then asked whether there was anything PENCEP could do to support them in their work with their students. Most often requested were that PENCEP provide more materials and aids to teachers, as well as specific activities and ideas of classroom use. Fifty-four percent (as opposed to 22% of those interviewed in 1974 and 33% last year) expressed the opinion that PENCEP is doing everything it can.

Finally, teachers were asked to try to sum up their feelings regarding PENCEP. The extent of involvement of teachers in the program is indicated by the large number of comments generated by this request. Most teachers had several things to say about it, and the comments were often very specific, the kinds of comments or criticisms born of experience in trying to make the program work. Many of the comments were difficult to put into categories of responses. Some are highly controversial. Almost all would seem to be of interest to those who are familiar with the program. For this reason, in this section we are including some specific comments by individuals as well as summarizing what appear to be general feelings about PENCEP.

Generally speaking, teacher response to the program is overwhelmingly

Appendix A, Q.37

favorable. Seventy percent of the comments were positive. Almost all of the other comments were suggestions for *improving* PENCEP, only one was totally negative to the program. This person said:

"Penasco needs something that will really work. No one has changed his way of teaching because of PENCEP. PENCEP claims to have made more class visits than they actually did. It is a farce. They have failed."

One person was critical of the administration saying, "PENCEP is administratively heavy."

Most criticisms of the program focused on specific services that need to be expanded or improved. Four teachers (9% of those queried) stated that PENCEP should visit classrooms more often. Other needs mentioned by individual teachers were the need for more individual contact with students, more tours, more speakers, and more PENCEP contact with teachers. Three teachers (6%) felt that some PENCEP money was wasted, two teachers criticized staff meetings, and two felt a lack of time was a problem in trying to institute the program. Two just generally commented that PENCEP could have done more.

As previously mentioned, the majority of comments (70%) were favorable. Twenty-seven percent of all the comments were positive and general, including expressions of hope that the program will continue and comments on how it has improved from year to year. Specific aspects of the program were also singled out for favorable comment. Nineteen percent of the teachers spoke favorably of the work/study program, and 11 percent mentioned the value of field trips, 11 percent singled out the impact of the program on student knowledge of the world of work, and the same proportion think PENCEP has increased teacher awareness of the importance of career education. Other favorable comments by individual teachers were:

"It was nice to have the extra money for students."

"Parents were cooperative. Supplies and materials supplied by PENCEP were important. Teacher visits to other Career Education programs were valuable."

"I feel confident now of being able to teach career education within the regular classroom time."

"The Skills Center was valuable. Career Education incorporates well into the reading program."

"Career Education Day was very beneficial. The Crafts Fair started by PENCEP will be carried on by the community."

Administrators*

The administrative staff was also asked to appraise the PENCEP program. This group included the "top administrators" (three school principals, the superintendent of the school system, and the PENCEP director) and other non-teaching, professional staff (counselors, PENCEP staff, the bilingual coordinator, director of instruction and librarian). They were asked to provide assessments of the program's achievements in a number of areas, to suggest improvements or beneficial program changes, and to make general evaluations of PENCEP's contributions during this last, as well as the preceeding two years.

Due to rather pervasive administrative staff changes that took place between the 1974-75 and 1975-76 school years, it was not possible to continue the methodological approach (used in the previous two data-collection waves) of ascertaining whether the administrative respondents' expectations for PENCEP's functioning were being met. Accordingly, this year the areas of expected achievement defined by administrative respondents during the past two years were listed and the respondents requested to rate the job PENCEP had done in each of these areas. For each area, respondents were asked to assess PENCEP's achievements as "outstanding," "good," "fair," or "little accomplished," and were encouraged to comment further if they desired.

In response to the question: "How would you rate the job PENCEP has done in developing positive attitudes toward work among the students?" 42 percent of the administrative respondents offered an appraisal of "outstanding," the remainder felt a "good" job

*No data appendices are presented for this group because the number of persons interviewed was small and responses were often made in the context of the individual's responsibilities, making it difficult to protect the identity of respondents.

had been done. Several respondents mentioned that the students' increased familiarity with the world of work had led to more positive regard toward working, and singled out the work/study program as an important element in shaping these attitudes.

PENCEP's efforts in providing information on careers were rated "outstanding" by 42 percent of the administrators, "good" by 33 percent, and "fair" by 25 percent. With regard to the program's effectiveness in helping students with selecting careers, 42 percent of the respondents said PENCEP had done an "outstanding" job, a like proportion said a "good" job had been done, and 17 percent felt the accomplishments were "fair." One of the administrators commented that even the kindergarten students were talking about careers these days; another observed that all of the teachers were sources of help in career selection.

Regarding what PENCEP had accomplished in developing positive attitudes toward school on the part of the respondents, a quarter of the administrative respondents said an "outstanding" job had been done, 58 percent said "good," and 17 percent rated it "fair." One of the respondents commented that work/study had supplanted sports as a reason for some students to stay in school; another stated teachers were doing more interesting things in class now, which promoted positive attitudes.

Forty-two percent of the administrators felt that PENCEP had done an "outstanding" job in helping students develop good work habits, the remainder said a "good" job had been done. Twenty-seven percent of the administrators rated PENCEP's work on helping students develop job skills "outstanding," 64 percent "good," and 9 percent "fair." The work/study program was cited by many of the respondents as the key factor in the development of both good work habits and job skills; one respondent commented that PENCEP has contributed little to the students' acquiring the basic skills, such as math and reading, needed for employment.

In the area of helping students find jobs, half the responding administrators rated PENCEP's effort "good" and half rate it "fair." The PENCEP staff has consciously removed emphasis from this objective and that fact has been noted by administrators. It was acknowledged by some respondents that current economic conditions produce a discouraging job market in general, and that Penasco's rural, isolated status presents particularly difficult job development and placement problems.

When asked to rate the job done by PENCEP in helping students develop self understanding, half the administrators said an "outstanding" job had been done, 42 percent said "good," and the remainder said "fair." In the area of helping students develop decision-making skills, 67 percent of the respondents said a "good" job was being done, with the remainder equally divided between "outstanding" and "fair" in their judgments.

The teachers' efforts at fusing career education concepts with the subjects they teach were credited by two administrative respondents with making the curriculum more relevant to the students. PENCEP's work in this area was rated "outstanding" by 22 percent of the respondents, "good" by 67 percent, and "fair" by 11 percent.

About half the administrators (56%) felt PENCEP had made a "good" contribution to upgrading the students' academic achievement; the remaining responses were equally divided between "outstanding" and "fair" on this point. PENCEP was credited with an "outstanding" job in increasing student motivation by 42 percent of the respondents. A like proportion thought the program had done a "good" job in increasing motivation, and 17 percent felt the accomplishment was "fair." One respondent noted that parents often remarked on the students' improvements in this area.

Finally, among the areas of intended program accomplishment about which the administrators were questioned, 58 percent of the respondents said PENCEP had done an "outstanding" job (33 % said a "good" job, and 8% a "fair" job) in increasing the students'

awareness of the "real" world. One respondent remarked that even the very youngest students seem more aware; two others singled out the work/study program as the students' major mode of learning about the "real" world, and what it was to work in it.

We asked the administrative respondents to focus on the recent third year of PENCEP's operation and to tell us whether there were any areas in which the program had been a disappointment or any aspects which had particularly impressed them. On balance, the program appears to have been much more impressive than disappointing to the administrators during its third year of operation. Among the disappointments mentioned were that the STD was not available this year, that in-service teacher training and mini-conferences were not "all that valuable," that PENCEP had promised to send Penasco teachers to other schools to provide them with in-service training, but they were never sent, and that the program appeared to be winding down this year rather than operating with the momentum characterizing the previous two years. On the positive side, more than one respondent mentioned being impressed with the dedication of the PENCEP staff, in particular that of the Job Placement Officer, in continually developing the work/study program, and the PENCEP director, in his "untiring striving to keep the program alive" after Federal funding lapses. More than one respondent also pointed to the fusion of career education concepts into the curriculum taught at all grade levels as a particularly impressive aspect of the program. Other characteristics of PENCEP mentioned as having impressed the administrators during the past year were the concession stand manned by the students, the brochure describing PENCEP developed by the program's director, and the level of cooperativeness attained among the program staff, the school administrators, and the students. The fact that the program was "well coordinated," widely and enthusiastically participated in by both teachers and students (including development of novel

materials and approaches by the teachers) and that career education had become a "household word" in Penasco were also noted as impressive.

Although the original Federal funding for PENCEP lapses with completion of this third year, all elements of the program but work/study and the separate PENCEP administrative staff will be continued. Accordingly, we asked the administrators to suggest changes they would like to see made in the roles played by teachers and themselves *vis-à-vis* the PENCEP program, as well as any general changes they felt would be useful. The suggestions made for improvements in teachers' roles fall generally into two categories: that continued efforts be made to incorporate or fuse career education concepts into daily classroom activities and that the high school teachers intensify their involvement with career education. About half the administrative respondents identified improvements or changes that might usefully be made in their own roles and all of these related to increased responsibility they were planning to assume in the career education program when the PENCEP staff leaves at the end of this third year. When asked about general changes the administrative respondents thought could be made, most answers were given in terms of continuation: of work/study, of community involvement, of the media center, of access to materials and facilities which support career education. Beyond these suggestions, mention was made of making in-service training more meaningful, obtaining more books on career education for the library, insuring qualified supervision of the student media center, trying to get the STD back, and stimulating community initiative to establish a local work/study program.

Because this was the final year of Federally funded PENCEP operation, we asked the administrative respondents a series of general appraisal questions regarding the program in its entirety. The first of these concerned identifying the aspects of the program which had had the greatest impact on the students and the

school. The work/study program was the element most often singled out as having the greatest impact; it was mentioned by 10 of the 12 administrative respondents. About half the respondents identified the availability of special career education materials as having had great impact. These included the Exploration Evaluation Skills Center, Career Awareness Kits, and films and other audio-visual materials. One-third of the respondents nominated the self-awareness emphasis of the program as a high-impact element, particularly in the elementary grades; a like proportion specified the broadening and deepening of career awareness among all grade levels as a most impressive factor. A quarter of the administrators spoke of field trips as having made a real difference to the students and the school. Single mention was given to each of the following: the Arts and Crafts Fair, the achievement of fusion, the teachers' classroom activities, input from the teacher coordinator, and community/school contact.

We also asked the administrators to tell us whether they felt the PENCEP program had been worthwhile. Without exception they responded in the affirmative and with enthusiasm. Comments were added in which the administrators noted, variously, that students have learned what people *do*, and they have learned it before leaving school, that much has been added to the school in curriculum, in equipment, and in new thought, that positive attitudes toward school have developed on the part of both teachers and students, that work/study has likely kept several students from dropping out, and that PENCEP has achieved a solid program in the face of widespread doubts that it could happen.

Finally, we asked the administrative respondents to make an overall appraisal of the PENCEP program, in both its positive and negative aspects. There were only four "negative" comments advanced--that some in-service training was seen as a waste of time by teachers, that certain of the film strips were inaccurate, that one or two teachers still retain negative attitudes toward

career education, and (from one of the PENCEP staff) that "you can never accomplish everything you want to." The positive comments ranged widely and were forthcoming from each administrator. The program was termed "a great asset," "very fruitful," "very visible," "outstanding," "impressive," "profitable," and "highly successful." Most of the respondents reiterated one or another of the program's accomplishments at this point. One of the most thoughtful appraisals was this: "PENCEP was a great asset to our schools because it broke the isolation that exists here. The kids now have much wider knowledge of--and interest in being--a variety of things they never knew about before.

V

CONCLUSIONS

The PENCEP program was designed to achieve objectives in five primary areas. These were;

- the development of favorable attitudes toward work and behavior conducive to obtaining it,
- the development of favorable attitudes toward formal education and behavior conducive to continued learning,
- the development of appropriate career decision-making skills,
- the development of appropriate job skills, and
- the placement of the maximum number of students in meaningful, productive careers.

Using the evaluative data acquired in Penasco and at the comparison site during the past three years, we will examine each of these objectives in turn, in order to appraise the extent to which the program has accomplished its ends.

With regard to the first objective, concerning the development of favorable attitudes toward work and behavior conducive to obtaining it, the students clearly evidence favorable attitudes and behavioral dispositions toward working. All of the students think it is important for an individual to have a job if he is not in school and are able to adduce reasons for this viewpoint, and almost everyone believes a person's job contributes significantly to his life satisfaction. They are able to identify a variety of variables which may influence obtaining and holding a job and almost all of them expect to become employed when they complete their schooling.

Whether PENCEP is responsible for these attitudes and dispositions is debatable. The proportion of students expressing the favorable opinions described has not changed since the first year of the study. Nor do the Penasco students differ from students in the comparison school in their favorableness toward work. (See Tables 1-3.) It thus appears that the students' attitudes and behavioral dispositions were already rather strongly positive toward working, and would have remained so--as did those of the comparison group--without PENCEP's influence.

Our data from the teachers conflict with this picture, however. More Penasco teachers this year felt able to judge their students' attitude toward work and more of those teachers who were willing to express a judgment thought their students had positive attitudes toward work. (See Tables 4 & 5.) The number of teachers who feel that "all or most" of their students have positive attitudes toward work has doubled (from seven to fourteen) since 1974. And, more than three times as many Penasco teachers as comparison teachers say "all or most" of their students have positive attitudes toward work. In another question, in which we asked directly whether they have noticed any differences in their students' attitudes toward work and careers and how to prepare for them, slightly more than half the teachers said they felt positive changes had taken place. About two-thirds of this number cited some factor related to PENCEP as a responsible agent in the change. (See Appendix A, Questions 24 & 25.)

There are several possible interpretations of these conflicting data. It may be that the teachers' viewpoints and our measures are focused on different factors. Or, the teachers may be considered unreliable sources, motivated to notice change in an area they have been working to produce change in. Or, it may be that our direct measures are insufficiently sensitive and that the teachers are "picking up" on events our measures miss. We know from other items in the questionnaire that the teachers most often mention the

TABLE 1: Percentage of Penasco and comparison school students who feel it is important for a person to have a job.

Year	Penasco Graduates	Penasco Seniors	Penasco 8th Gr.	Penasco 4th Gr.	Comp. Seniors	Comp. 8th Gr.	Comp. 4th Gr.
1973	100%						
1974	94%	100%	100%	70%			
1975	88%	94%	100%	100%	98%	100%	100%
1976		100%	100%	75%	99%	100%	86%

TABLE 2: Percentage of Penasco and comparison school students who feel a person's job is important to his life satisfaction.

Year	Penasco Graduates	Penasco Seniors	Penasco 8th Gr.	Comp. Seniors	Comp. 8th Gr.
1973	100%				
1974	93%	86%	83%		
1975	100%	88%	78%	89%	86%
1976		86%	71%	97%	100%

TABLE 3: Percentage of Penasco and comparison school students who expect to become employed.

Year	Penasco Seniors	Penasco 8th Gr.	Penasco 4th Gr.	Comp. Seniors	Comp. 8th Gr.	Comp. 4th Gr.
1974	86%	100%	100%			
1975	92%	89%	100%	98%	100%	100%
1976	92%	100%	100%	82%	100%	100%

TABLE 4: Percentage of Penasco teachers who feel capable of judging their students' attitudes toward work.

1974	1975	1976
63%	78%	83%

TABLE 5: Penasco and comparison school teachers' responses to the question: What proportion of your students have a positive attitude toward work?

	Penasco Teachers			Comparison Teachers	
	1974	1975	1976	1975	1976
All or most	24%	26%	36%	17%	11%
More than half	31%	47%	36%	31%	30%
About half	17%	13%	10%	24%	30%
Less than half	17%	3%	13%	14%	16%
Very few	10%	11%	5%	14%	14%
None	---	---	---	---	---

provision of career and career preparation information when they are asked to describe PENCEP's goals. Thus, there is some basis for believing that the teachers are motivated to notice student improvements in this area. We also know, from another questionnaire item, that the proportion of Penasco students who say there has been any discussion about jobs in their classes has declined steadily over the years of the study. (See Table 6.) This information suggests that our direct measures are accurate--that there has been little input to the students' attitudes and behavioral dispositions toward work--although it is also possible to interpret these responses as suggesting that the teachers' efforts have simply become more subtle.

Considering all of the data, it is necessary to mark the evaluation as inconclusive on the program's achievement of this objective. It is clear that the students have consistently held favorable attitudes toward work which have not been enhanced by PENCEP's activities. It is also clear that the teachers believe the students' attitudes have changed in this area. It is *not* clear what accounts for these opposing findings: whether our direct measures are insensitive; whether the teachers are unreliable observers, or whether each source is reporting on different factors.

Concerning the second objective, the development of favorable attitudes toward formal education and behavior conducive to continued learning, the evidence is again mixed. The positive value Penasco students place on formal education and the reasons for obtaining it has not changed since 1974. These positive values are shared by the comparison school students, with the exception that the Penasco seniors seem to see "school" as a more important source of skills for living than do the comparison seniors. (See tables 7, 8, & 9.)

TABLE 6: Percentage of Penasco students who say there has been discussion in their classes about jobs.

Year	Penasco Seniors	Penasco 8th Gr.	Penasco 4th Gr.
1974	74%	50%	50%
1975	60%	56%	50%
1976	53%	43%	50%

TABLE 7: Percentage of Penasco and comparison school students who identify "school" as the best place to learn "the important things in life."

Year	Penasco Graduates	Penasco Seniors	Penasco 8th Gr.	Comp. Seniors	Comp. 8th Gr.
1973	58%				
1974	69%	78%			
1975	63%	66%	88%	63%	100%
1976		75%	100%	59%	86%

TABLE 8: Percentage of Penasco and comparison school students who say they would like to quit school.

Year	Penasco Graduates	Penasco Seniors	Penasco 8th Gr.	Penasco 4th Gr.	Comp. Seniors	Comp. 8th Gr.	Comp. 4th Gr.
1974	6%		---				
1975	8%	---	---	2%	---	---	---
1976	3%	---	---	4%	---	---	---

TABLE 9: Percentage of Penasco and comparison school students who believe learning is life-long.

Year	Penasco Graduates	Penasco Seniors	Penasco 8th Gr.	Penasco 4th Gr.	Comp. Seniors	Comp. 8th Gr.	Comp. 4th Gr.
1973	100%						
1974	100%	94%		70%			
1975	88%	92%	89%	63%	94%	100%	50%
1976		97%	100%	88%	97%	100%	57%

Although their attitudes toward formal education have remained stable over the three years of the study, the Penasco seniors' plans for continuing their education beyond high school have changed rather dramatically. The proportion of seniors expecting to attend college (including those intending to obtain advanced degrees) has nearly doubled since 1974. (See Table 10.) Whether PENCEP has influenced these decisions to pursue post-secondary training (particularly college) is difficult to say. "Preparation for work/career" has been the reason most often given for continuing education throughout the years of this study, and one might hypothesize that more students in 1976 are entertaining the prospect of a job or career requiring post-secondary education. A review of the reasons the college-bound seniors give for continuing their education reveals that about two-thirds of them see career preparation as the reason for further schooling. (See Table 11.) A review of the careers the seniors-in-general have in mind for themselves (see Appendix C, Questions 11, 15, & 17), however, indicates that few of them will require college study. Moreover, two-thirds of the seniors say there has been no discussion in their classes on the career benefits of formal education.

The teacher data on this objective are conflicting. When asked about their students' work habits, learning habits, and interest in learning, the teachers responses indicate that students are either unchanged or have declined slightly in these areas since 1974. (See Tables 12, 13, & 14.) (In each of these areas but the last, however, the Penasco teachers view their students more favorably than do the comparison school teachers.) When asked directly whether they noticed any differences in their students' attitudes toward school and their school work habits, however, a little over half of the teachers at both Penasco and the comparison school said they had noted positive changes. More important to our purposes here, only two Penasco teachers attributed these changes to PENCEP.

TABLE 10: Percentage of Penasco and comparison school students who intend to go to college.

Year	Penasco Seniors	Penasco 8th Gr.	Penasco 4th Gr.	Comp. Seniors	Comp. 8th Gr.	Comp. 4th Gr.
1974	30%		70%			
1975	51%	78%	63%	51%	71%	75%
1976	59%	58%	88%	59%	57%	57%

TABLE 11: Percentage of college-bound 1976 Penasco seniors giving listed reasons for attending college. (Multiple responses allowed, thus the total is greater than 100%.)

Career Preparation	Financial Support	Personal Aspirations	To Learn	Other
62%	14%	23%	23%	5%

TABLE 12: Penasco and comparison school teachers' responses to the question: What proportion of your students have good work habits?

	Penasco Teachers			Comparison Teachers	
	1974	1975	1976	1975	1976
All or most	27%	23%	21%	14%	15%
More than half	27%	46%	32%	19%	19%
About half	25%	19%	23%	27%	26%
Less than half	18%	4%	17%	16%	23%
Very few	2%	8%	6%	24%	13%
None	---	---	---	---	---
Not sure	---	---	---	---	4%

TABLE 13: Penasco and comparison school teachers' responses to the question: What proportion of your students have good learning habits?

	Penasco Teachers			Comparison Teachers	
	1974	1975	1976	1975	1976
All or most	13%	13%	15%	11%	9%
More than half	35%	23%	19%	19%	11%
About half	17%	45%	23%	30%	32%
Less than half	20%	13%	26%	19%	15%
Very Few	7%	6%	15%	19%	30%
None	---	---	---	3%	---
Not sure	4%	---	2%	---	4%

TABLE 14: Penasco and comparison school teachers' responses to the question: What proportion of your students show a real interest in learning?

	Penasco Teachers			Comparison Teachers	
	1974	1975	1976	1975	1976
All or most	30%	29%	26%	14%	13%
More than half	33%	35%	23%	16%	32%
About half	20%	15%	34%	24%	21%
Less than half	9%	13%	13%	32%	13%
Very few	4%	8%	4%	14%	17%
None	---	---	---	---	---
Not sure	2%	---	---	---	4%

On balance, the evidence suggests it is doubtful that PENCEP can be credited with having brought about a general trend of favorable attitudes toward formal education and behavior conducive to continued learning on the part of Penasco students. What may be true is that some teachers have successfully communicated the importance of formal education to some students. There is no disputing that "behavior conducive to continued learning" has occurred in the increase in students who say they are college bound, and that the majority of the college bound students see career preparation as a reason for attending. It is also true that one-third of the seniors do report class discussions on the career benefits of formal education.

While it is doubtful then, that PENCEP has had an impact on most of its students' attitudes and behavioral dispositions toward continuing formal education, it is possible that this objective is successfully being met with some students. There is enough variability in the evaluative evidence to prevent this being a firm conclusion, but it appears that PENCEP may have had a partial success in this area.

PENCEP's third major area goal was to help students develop appropriate decision making skills. As was true for the previous two objectives, the students did not change on many of the measures we used for this objective over the three years of the study. For example, a high proportion of the students each year have said they expect to enter the labor force and can identify their intended career. The proportion of seniors who identify their career choices as lifetime choices is the same as in 1974; the typical age at which seniors say they made up their minds about their career has also remained stable. On all of these points, the students do not differ from their counterparts in the comparison school. (See Tables 3, 15, 16, & 17.)

TABLE 15: Percentage of Penasco and comparison school students who can identify their intended careers.

Year	Penasco Seniors	Penasco 8th Gr.	Penasco 4th Gr.	Comp. Seniors	Comp. 8th Gr.	Comp. 4th Gr.
1974	80%	83%	90%			
1975	91%	87%	100%	82%	62%	100%
1976	71%	100%	75%	81%	71%	100%

TABLE 16: Percentage of Penasco and comparison school seniors who say career identified is lifetime choice.

Penasco Seniors			Comparison Seniors	
1974	1975	1976	1975	1976
63%	79%	61%	53%	57%

TABLE 17: Responses of Penasco and comparison school seniors to question: When did you decide this would be your career?

	Penasco Seniors			Comparison Seniors	
	1974	1975	1976	1975	1976
Senior year	30%	22%	30%	31%	22%
Junior year	33%	41%	35%	23%	31%
Sophomore year	13%	22%	13%	26%	16%
Freshman year	13%	2%	---	8%	20%
Junior high	4%	---	17%	5%	4%
Elementary	4%	2%	4%	5%	6%
All of life	4%	7%	---	---	---
Don't know	---	2%	---	3%	2%

The Penasco seniors do show a change in the ways in which they describe making their career decisions. This year, for the first time, they mention things about themselves which helped them decide on a particular job (for example, going into forestry because they like the outdoors); also mentioned for the first time as a basis for deciding on a career is on-the-job experience in a particular job area. The Penasco seniors show change as well with regard to preparation for their intended careers. More than in 1974 say they are "doing something" to prepare for their future careers and this number is substantially greater than the number of comparison seniors who say they are so preparing. (See Table 18.) The "something" most of the Penasco seniors are doing in preparation is gaining work experience, primarily through the PENCEP work/study program.

The teachers clearly feel that student decision making capabilities have improved since 1974. Three times as many teachers this year say that "all or most" of their students know as much as they should about career selection; only one instructor reports that "very few" know as much as they should. (See Table 19.) These figures also contrast sharply with those obtained in the comparison school. Penasco teachers see their students as much better equipped to decide.

PENCEP can certainly be credited with an impact on Penasco students' career decision making skills. The development of self-awareness has been a primary thrust of the program, and the seniors evidence such awareness in their approaches to deciding on the future occupational areas. The work/study program has obviously been an important source of information and experience for its participants. In addition, other measures indicate that students feel they are getting substantial assistance in making their career decisions. More members of each successive class of graduates have reported that information on career choices was made available to them when they were in school (see Table 20), and

TABLE 18: Percentage of Penasco and comparison school seniors who are currently doing something to prepare for their career.

Penasco Seniors			Comparison Seniors	
1974	1975	1976	1975	1976
71%	60%	83%	83%	54%

TABLE 19: Responses of Penasco and comparison school teachers to question: How many of your students seem to know as much about selecting a career as they should?

	Penasco Seniors			Comparison Seniors	
	1974	1975	1976	1975	1976
All or most	13%	6%	31%	6%	3%
More than half	22%	26%	16%	26%	7%
About half	22%	29%	38%	29%	21%
Less than half	22%	16%	13%	16%	28%
Very few	22%	19%	3%	19%	41%
None	---	---	---	---	---

TABLE 20: Percentage of Penasco graduates who say they received information about jobs and how to prepare for them while they were in high school.

1973	1974	1975
43%	69%	88%

more members received counseling about jobs or careers while they were in high school. (See Table 21.) While the proportion of seniors who report being given guidance or counseling about jobs or careers has remained stable over the years of the study, more seniors name the Job Placement Officer as the source of that guidance this year than any other source.

In short, although the students came equipped with some career decision making skills, PENCEP has clearly supported and enhanced them. Evidence from both the students and the teachers attest to this.

PENCEP's efforts in its fourth general goal area, to insure that students develop appropriate jobs skills, have clearly been rewarded, at least to the extent that students report having gained training or work experience. Whether the experience gained will be appropriate to their future career activities is not known, although two-thirds of these respondents say they feel adequately prepared by their training or experience to take a job in the area they trained for or worked in. (What is not known is whether the area in which they feel competent represents a career choice.) All but two of the 1976 seniors say they have received skills training or job experience during their years in school. This is more than so reported in 1974, and substantially more than the two-thirds of the comparison seniors who have acquired experience or training. (See Table 22.)

The PENCEP work/study program is cited as the responsible agent in getting the jobs through which experience was obtained by 68 percent of the seniors. In general, the work/study program receives high marks from its participants. All but one participant reported satisfaction with the job he was placed on, every participant reported satisfaction with his/her contacts with the Job

TABLE 21: Percentage of Penasco graduates who say they were given advice or guidance about career decisions while they were in high school.

1973	1974	1975
52%	69%	88%

TABLE 22: Percentage of Penasco and comparison seniors who report having received skills training or job experience while in high school.

Penasco Seniors			Comparison Seniors	
1974	1975	1976	1975	1976
83%	80%	94%	73%	65%

Placement Officer, and only five participants could think of suggestions for improving the Job Placement Officer's effectiveness. The work/study component of PENCEP is responsible for the program's meeting this fourth objective and played an important role in the achievement of helping students develop decision making skills.

Finally, PENCEP set for itself the objective of placing the maximum number of students in meaningful, productive careers. This objective has not been successfully met. The PENCEP staff has consciously stepped back from job placement efforts, citing the paucity of job slots available in Penasco and the difficulty in developing jobs in other communities for its students. A job placement objective is felt by the staff to be inappropriate for a program operating in a rural, isolated school system. Were the PENCEP program to be designed with the benefit of experience, this objective would not be included.

Overall then, the PENCEP program may be said to have achieved its objectives in the areas of developing appropriate job skills and developing appropriate career decision making skills on the part of its students. There has been accomplishment of some kind in the area of developing favorable attitudes toward work and behavioral dispositions conducive to obtaining it. Whether this accomplishment was simply to influence teachers' attitudes about their students or whether it was something more substantial is undetermined, however. In the area of developing favorable attitudes toward education and behavior conducive to continued learning, the program may have made an impact on some students. In the objective of placing the maximum number of students in meaningful, productive careers, the program has met with no success.

The image of PENCEP held by those who interact with the program is a very positive one. The program was viewed during its final year of operation as stable, well organized, and competently administered. This opinion was beginning to emerge last year and is

widespread now. Without exception, the school administrative staff has been impressed with the program's efforts and accomplishments and convinced of its worthwhileness. Those staff who will play a role in PENCEP's administration during the coming, non-Federally funded, years seem to have given a good deal of thought to their future responsibilities. The teachers' response to the program has also been positive. When asked to "sum up" their feelings about the program, 70 percent had only praise for PENCEP; the remainder (with the exception of two persons) voiced constructive suggestions for improvement rather than generalized negative comments. Among the students, PENCEP is known to all seniors, and 86 percent of them are able to specify what they learned from their contact with the program.

There is no doubt that PENCEP has enjoyed success in a good many of its endeavors. The favorableness with which the program has been received is no small achievement. PENCEP may also take pride in the effectiveness of its efforts to develop its students' career decision-making capabilities and job skills. In the areas of developing positive attitudes toward work and toward formal education, greater effort may be required in order to bring about clear evidence of change. In the area of job placement, we concur that PENCEP's objectives might usefully be restructured to eliminate this aim. The argument that a job placement is inappropriate for a rural, isolated program seems valid. Finally, on the basis of what we have learned in evaluating the PENCEP program, we concur strongly with the PENCEP and school administrative staff's concern that the work/study element be retained. Work/study is the key to many of the program's most significant impacts. It is certainly to be hoped that some basis for funding its continuation can be found.

APPENDIX A

PENASCO TEACHER QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. What would you describe as the goals of the PENCEP program?

No. %

No. Responding = 47

Total Responses = 91*

Develop positive attitudes toward work	7	8%
Help students select careers	15	16%
Provide information on occupations	27	30%
Develop positive attitudes toward school	3	3%
Develop good work habits	5	5%
Help students develop job skills	8	9%
Help students find jobs	6	7%
Develop self-awareness, self-image	12	13%
Prepare students for the future	3	3%
Don't know/not sure (If not sure: Skip to Q.8)	1	1%
Other	4	4%

IF ANY GOALS ARE MENTIONED IN Q.1:

2. Generally speaking, do you think (all of) these goals are appropriate to meet the needs of Penasco students?

QUESTION WAS NOT ASKED

IF SOME OR NONE TO Q.2:

3. Which goals are appropriate?

QUESTION WAS NOT ASKED

*Multiple responses allowed.

4. Why are they not appropriate?

No.	%
-----	---

QUESTION WAS NOT ASKED

5. Do you feel all of these goals are attainable, considering the capabilities of the students and the resources of the schools?

No. Responding = 47

Total Responses = 47

Yes	32	68%
No	9	19%
D.K. (no opinion)	1	2%
Yes, comments	5	11%

IF NO TO Q.5:

6. Which goals are not attainable?

No. Responding = 8

Total Responses = 8*

Career awareness/work ethic	1	13%
None attainable/too little time	4	50%
Other	1	13%
None mentioned	2	25%

7. Why are they not attainable?

No. Responding = 9

Total Responses = 13*

Age of Students	12	93%
Other	1	8%

*Multiple responses allowed.

8. Has the PENCEP staff suggested specific techniques or activities (for achieving these goals) - that is, some practice methods to use in the classroom?

No. %

No. Responding = 46
Total Responses = 46

Yes	36	78%
No	10	22%

IF YES TO Q.8:

9. & 10. What techniques have the PENCEP staff suggested and what effect, if any, have these techniques had on your students achieving PENCEP goals?

No. Responding = 37
Total Responses = 60*

Media Center		
Positive effect	1	2%
Field Trips		
Positive effect	5	8%
Speakers		
Positive effect	2	3%
Skills Center		
Positive effect	1	2%
In-service Training		
Positive effect	3	5%
Comment	1	2%
Mini-conferences		
Positive effect	3	5%
Not effective	1	2%
Not able to measure effectiveness	1	2%
Class Projects		
Positive effect	8	13%
Comments	1	2%
Not effective	1	2%
Use of Special Materials		
Positive effect	16	27%
Not effective	2	3%
Not able to use	4	7%
Not able to measure	1	2%
Private Funds for Teachers		
Positive effective	2	3%
Other		
Positive effect	4	7%
Not effective	1	2%
Comments	2	3%

*Multiple responses allowed.

11. Can you describe for me some of the specific things you have done with your class to expose them to the world of work?

No. %

No. Responding = 47
Total Responses = 131*

Bulletin boards, posters, other art projects	13	10%
Reading booklets, magazines, pamphlets	13	10%
Writing essays, stories, reports	18	14%
Discussions, oral reports	26	20%
Field trips	15	11%
Films, filmstrips, cassettes	11	8%
Filling out job applications, resumes	5	4%
Playing games, career role-playing, skits	4	3%
Speakers in classroom	1	1%
Singing and music	2	2%
Occupation kits	5	4%
Other	18	14%

*Multiple responses allowed.

12. The first topic concerns attitudes toward work and careers. Is it possible for you to make a judgment at this time about your students' attitudes toward work?

No. %

No. Responding = 47
Total Responses = 47

Yes
No
Don't know

39 83%
7 15%
1 2%

IF YES TO Q. 12:

13. On what basis could you make such a judgment--just by knowing the students, by observation, from class discussions, special testing, or other ways?

No. Responding = 39
Total Responses = 72*

Know student
Observation
Class discussions
Special testing
Doing assigned work
Other ways

14 19%
34 47%
14 19%
3 4%
4 6%
3 4%

14. Now I'd like for you to estimate as well as you can what proportion of your students have a positive attitude toward work, what proportion have a negative attitude toward work, and which have neither a positive or negative attitude. What proportion of your students have a positive attitude?

No. Responding = 39
Total Responses = 39

All or most
More than half
About half
Less than half
Very few

14 36%
14 36%
4 10%
5 13%
2 5%

*Multiple responses allowed.

14. Continued:

No. %

What proportion have negative attitudes?

No. Responding = 39

Total Responses = 39

More than half	1	3%
Less than half	13	33%
Very few	21	54%
None	4	10%

What proportion have neither positive nor negative attitudes?

No. Responding = 39

Total Responses = 39

All or most	2	5%
Less than half	6	15%
Very few	25	64%
None	5	13%
Not sure	1	3%

15. Is it possible for you to judge whether your students are aware of how to choose a career?

No. %

No. Responding = 47

Total Responses = 47

Yes

31 66%

No

16 34%

IF YES TO Q.15:

16. How would you go about making this judgment--on what basis?

No. Responding = 31

Total Responses = 51*

Class discussions	15	29%
Testing	1	2%
Assigned work	3	6%
Media Center (use of by student)	2	4%
Knowing Student	10	20%
Observation	18	35%
Other	2	4%

17. Roughly, how many of your students seem to know as much about selecting a career as they should--that is, considering their present age level? Is this:

No. Responding = 32

Total Responses = 32

All or most	10	31%
More than half	5	16%
About half	12	38%
Less than half	4	13%
Very few	1	3%

*Multiple responses allowed.

18. Next, I'd like to have your assessment of your students' work habits--that is, their dependability, responsibility, and cooperation with others. Roughly, what proportion of your students have good work habits?

No. %

No. Responding = 47

Total Responses = 47

All or most	10	21%
More than half	15	32%
About half	11	23%
Less than half	8	17%
Very few	3	6%

What proportion have fair work habits?

No. Responding = 46

Total Responses = 46

All or most	2	4%
More than half	8	17%
About half	5	11%
Less than half	16	35%
Very few	14	30%
None	1	2%

What proportion have poor work habits?

No. Responding = 47

Total Responses = 47

All or most	2	4%
About half	1	2%
Less than half	13	28%
Very few	30	64%
None	1	2%

19. Now, regarding your student's attitudes toward education and learning, I'd like for you to estimate what proportion show a real interest in education and learning; what proportion seem disinterested and what proportion are openly negative toward learning. What proportion of your students show a real interest in learning?

No. %

No. Responding = 47

Total Responses = 47

All or most	12	26%
More than half	11	23%
About half	16	34%
Less than half	6	13%
Very few	2	4%

What proportion seem disinterested?

No. Responding = 47

Total Responses = 47

All or most	1	2%
More than half	1	2%
About half	4	9%
Less than half	14	30%
Very few	24	51%
None	3	6%

What proportion are openly negative?

No. Responding = 47

Total Responses = 47

About half	1	2%
Less than half	6	13%
Very few	31	66%
None	9	19%

20. Now, could you give me some indication of your students' learning and study behavior, such as concentration, retaining information, and completing the work you assign. I'd like you to rate their study habits as good, fair or poor. About what proportion of your students have good learning habits?

No. %

No. Responding = 47
Total Responses = 47

All or most	7	15%
More than half	9	19%
About half	11	23%
Less than half	12	26%
Very few	7	15%
Not sure	1	2%

What proportion have only fair learning habits?

No. Responding = 47
Total Responses = 47

All or most	4	9%
More than half	9	19%
About half	9	19%
Less than half	14	30%
Very few	10	21%
Not sure	1	2%

What proportion have poor learning habits?

No. Responding = 47
Total Responses = 47

All or most	1	2%
More than half	1	2%
About half	2	4%
Less than half	11	23%
Very few	28	60%
None	3	6%
Not sure	1	2%

21. In general, how would you compare the students you have this year with those in your classes last year? Do you notice any difference in their attitudes toward school and their school work habits?

No. %

No. Responding = 34
Total Responses = 34

Yes
No

26 76%
8 24%

IF YES TO Q.21:

22. What sorts of differences have you noticed?

No. Responding = 25
Total Responses = 30*

Students (positive changes)

Doing assigned work apply themselves
Positive attitude

5 17%
13 43%

Conditions (positive changes)

Fewer students in class

1 3%

Negative changes

Students less positive, less motivated
Other

8 27%
3 10%

23. What do you think is responsible for these differences?

No. Responding = 25
Total Responses = 28*

Students themselves, their attitude

Classroom environment improved

Poor administration, no supported discipline

Home environment, more encouragement

PENCEP

Don't know

Other

6 21%
4 14%
4 14%
1 4%
2 7%
3 11%
8 29%

*Multiple responses allowed.

24. How about their attitudes toward work and careers and their awareness of how to prepare for work and careers? Have you noticed any difference in these?

No. %

No. Responding = 41

Total Responses = 41

Yes	23	56%
No	12	29%
Don't know	6	15%

IF YES TO Q.24:

25. What sorts of differences have you noticed?

No. Responding = 23

Total Responses = 27*

More aware; know more about jobs	6	22%
More enthusiastic, positive	6	22%
Interested in finding out more about careers	5	19%
Better geared to work	3	11%
Other	3	11%
Less enthusiastic, less positive	4	15%

26. What do you think is responsible for these differences?

No. Responding = 22

Total Responses = 27*

PENCEP	9	33%
Job placement (work/study)	2	7%
Class discussions, experiences	3	11%
Home environment	2	7%
Students themselves	3	11%
Other	4	15%
Poor teaching, classes too large	2	7%
Negative attitude of students	1	4%
Don't know	1	4%

*Multiple responses allowed.

27. This is the third year the PENCEP program has been in operation. Do you feel there have been any changes in the way the program operates?

No. %

No. Responding = 40
Total Responses = 40

Yes	20	50%
No	19	48%
Don't know	1	3%

IF YES TO Q.27:

28. What sorts of changes have occurred?

No. Responding = 20
Total Responses = 36*

For teacher:

Better informed, more acquainted with materials	5	14%
Better attitude toward program	2	6%
More involved, left on their own	1	3%

For student:

More involved	1	3%
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Program:

More responsive to teachers' needs	2	6%
More materials/facilities	7	19%
More field trips	1	3%
Better organized, more effective	10	28%
Less in-service meetings	2	6%
Other	1	3%
Improved (non-specific)	2	6%

NEGATIVE

Program:

More ineffective this year	2	6%
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*Multiple responses allowed.

29. Generally speaking, do you feel that PENCEP serves all students equally well? Or do some students benefit from the program more than others?

No. 2

No. Responding = 47

Total Responses = 47

All served equally well	16	34%
Some benefit more	23	49%
All served equally well/comment	5	11%
Don't know	2	4%
Other	1	2%

IF SOME BENEFIT MORE FROM Q.29:

30. Which students generally benefit the most?

No. Responding = 23

Total Responses = 28*

The older students, upper-classmen	7	25%
Those with more positive attitude	13	46%
Special students (work/study, college-bound)	3	11%
Those with better opportunities at home	1	4%
Other	1	4%
Lower-classmen	2	7%

31. Which students generally benefit the least?

No. Responding = 22

Total Responses = 25*

The younger student, lower-classmen	6	24%
Those with negative attitude, I-don't-care	7	28%
Lower-level achievers	3	12%
Those from low-income families	1	4%
Other	3	12%
Those who don't like going to school	2	8%
Older students	3	12%

*Multiple responses allowed.

32. Do you feel there is any more that the classroom teachers could do to help Penasco students or any particular types of students prepare for the future?

No. %

No. Responding = 47
Total Responses = 53*

No suggestions	11	21%
Doing a good job, no improvement needed	6	11%
Always room for improvement (not specific)	5	9%
Establish better rapport with students	1	2%
Focus on relating subject matter to careers	6	11%
Make use of PENCEP materials/available ideas	1	2%
Focus on basic skills instruction	1	2%
Develop positive attitude	2	4%
Other	9	17%
More extra-curricular programs/activities	4	8%
Give students more individualized help	2	4%
Bring in more outside speakers	3	6%
Better discipline	2	4%

33. What about the rest of the school staff--the counselors and principals, for instance? (Is there anything else they could be doing to help these students?)

No. Responding = 46
Total Responses = 57*

No suggestions	8	14%
Provide more materials--resource people	4	7%
More supportive in disciplinary matters	8	14%
Work more closely with teachers	2	4%
Work more closely with parents, get involved	1	2%
Counselor needs more contact with students	13	28%
"Don't know what they do now"	3	5%
Other	9	16%
Don't know	7	12%
Provide more testing	2	4%

*Multiple responses allowed.

34. And the students themselves? Is there anything else the students and perhaps their families could do to prepare themselves for the future?

No. %

No. Responding = 47
Total Responses = 59*

No Suggestions	3	5%
Parents should:		
Influence students' study/work habits	10	17%
Develop positive attitudes, self-confidence	17	29%
Show more interest in student/school	18	31%
Other	1	2%
Negative:		
Parents don't care, set poor example	4	7%
Students should:		
Read more, less TV watching	4	7%
Other	1	2%
Don't know	1	2%

35. Is there anything PENCEP could do to assist you in helping all or some students?

No. Responding = 46
Total Responses = 52*

More materials, aid to teachers, money	7	13%
Provide list of resource people to visit classes	2	4%
More information for students	2	4%
No suggestions/doing everything they can	28	54%
Other	5	10%
Don't know	2	2%
Have more field trips	2	4%
More PENCEP staff visits	2	4%
Extend life of PENCEP	3	6%

*Multiple responses allowed.

36. At this point, Is there anything you would like to mention about the results of PENCEP activities? There are undoubtedly many possible results we haven't anticipated.

No. 2

QUESTION WAS NOT ASKED

37. How would you sum up your feelings about PENCEP, now that the program is drawing to a close?

No. Responding = 47
Total Responses = 74*

Generally positive response (nothing specific)	13	16%
Extend life of program	5	7%
Program improved over the years	2	3%
Provided more knowledge of world of work	5	7%
Work/study was very valuable	9	12%
Field trips were very valuable	5	7%
Teacher awareness of importance of Career Education	5	7%
PENCEP should visit classrooms more	4	5%
Some money was poorly spent	3	4%
Some staff meetings were a waste of time	2	3%
PENCEP could have done more generally	2	3%
Lack of time for PENCEP	2	3%
Other		
Favorable	8	11%
Negative	9	12%

*Multiple responses allowed.

TEACHERS' AGE (Estimated by Interviewer)

No. %

No. Responding = 47

Total Responses = 47

21-30 years of age	12	26%
31-40 years of age	9	19%
41-50 years of age	11	23%
51-60 years of age	12	26%
60 +	3	6%

SEX

No. Responding = 47

Total Responses = 47

Male	27	57%
Female	20	43%

ETHNICITY

No. Responding = 47

Total Responses = 47

Spanish origin	43	91%
Other	4	9%

APPENDIX A/C

COMPARISON TEACHER QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. The first topic concerns attitudes toward work and careers. Is it possible for you to make a judgment at this time about your students' attitudes toward work?

No. %

No. Responding = 47
Total Responses = 47

Yes	37	79%
No	7	15%
Don't know	3	6%

IF YES TO Q.1:

2. On what basis could you make such a judgment--just by knowing the students, by observation, from class discussions, special testing, or other ways?

No. Responding = 36
Total Responses = 82*

Knowing student	24	29%
Observation	27	33%
Class discussions	21	26%
Special testing	6	7%
Doing assigned work	4	5%

3. Now I'd like for you to estimate as well as you can what proportion of your students have a positive attitude toward work, what proportion have a negative attitude toward work, and which have neither a positive or negative attitude. What proportion of your students have a positive attitude?

No. Responding = 37
Total Responses = 37

All or most	4	11%
More than half	11	30%
About half	11	30%
Less than half	6	16%
Very few	5	14%

*Multiple responses allowed.

3. Continued:

No. %

What proportion have negative attitudes?

No. Responding = 37

Total Responses = 37

All or most	1	3%
More than half	2	5%
About half	3	8%
Less than half	17	46%
Very few	11	30%
None	3	8%

What proportion have neither positive or negative attitudes?

No. Responding = 37

Total Responses = 37

All or most	1	3%
More than half	3	8%
About half	2	5%
Less than half	8	22%
Very few	17	46%
None	6	16%

4. Is it possible for you to judge whether your students are aware of how to choose a career?

No. %

No. Responding = 47

Total Responses = 47

Yes	29	62%
No	18	38%

IF YES TO Q.4:

5. How would you go about making this judgment--on what basis?

No. Responding = 29

Total Responses = 53*

Class discussions	17	32%
Testing	2	4%
Assigned work	4	8%
Knowing student	14	26%
Observation	15	28%
Other	1	2%

6. Roughly, how many of your students seem to know as much about selecting a career as they should--that is, considering their present age level?

No. Responding = 29

Total Responses = 29

All or most	1	3%
More than half	2	7%
About half	6	21%
Less than half	8	28%
Very few	12	41%

*Multiple responses allowed.

7. Next, I'd like to have your assessment of your students' work habits--that is, their dependability, responsibility, and cooperation with others. Roughly, what proportion of your students seem to have good work habits?

No. %

No. Responding = 47
Total Responses = 47

All or most	7	15%
More than half	9	19%
About half	12	26%
Less than half	11	23%
Very few	6	13%
Not sure	2	4%

What proportion have fair work habits?

No. Responding = 47
Total Responses = 47

All or most	5	11%
More than half	5	11%
About half	11	23%
Less than half	15	32%
Very few	8	17%
None	1	2%
Not sure	2	4%

What proportion have poor work habits?

No. Responding = 47
Total Responses = 47

All or most	2	4%
More than half	4	8%
About half	4	8%
Less than half	14	30%
Very few	20	43%
None	1	2%
Not sure	2	4%

8. Now, regarding your student's attitudes toward education and learning, I'd like for you to estimate what proportion show a real interest in education and learning; what proportion seem disinterested; and how many are openly negative toward learning. What proportion of your students show a real interest in learning?

No. %

No. Responding = 47
Total Responses = 47

All or most	6	13%
More than half	15	32%
About half	10	21%
Less than half	6	13%
Very few	8	17%
Not sure	2	4%

What proportion seem disinterested?

No. Responding = 47
Total Responses = 47

All or most	3	6%
More than half	3	6%
About half	5	11%
Less than half	19	40%
Very few	12	26%
None	2	4%
Not sure	3	6%

What proportion seem openly negative?

No. Responding = 47
Total Responses = 47

About half	3	6%
Less than half	6	13%
Very few	31	66%
None	4	9%
Not sure	3	6%

9. Now, could you give me some indication of your students' learning and study behavior, such as concentration, retaining information, and completing the work you assign. About what proportion of your students have good learning habits?

No. %

No. Responding = 47
Total Responses = 47

All or most	4	9%
More than half	5	11%
About half	15	32%
Less than half	7	15%
Very few	14	30%
Not sure	2	4%

What proportion of your students have only fair learning habits?

No. Responding = 47
Total Responses = 47

All or most	5	11%
More than half	5	11%
About half	11	23%
Less than half	13	28%
Very few	9	19%
None	2	4%
Not sure	2	4%

What proportion of your students have poor learning habits?

No. Responding = 47
Total Responses = 47

All or most	8	17%
More than half	1	2%
About half	3	6%
Less than half	12	26%
Very few	19	40%
None	2	4%
Not sure	2	4%

10. In general, how would you compare the students you have this year with those in your classes last year? Do you notice any difference in their attitudes toward school and their school work habits?

No. %

No. Responding = 42
Total Responses = 42

Yes
No

33 79%
9 21%

IF YES TO Q.10:

11. What sorts of differences have you noticed?

No. Responding = 25
Total Responses = 30*

POSITIVE:	Better attitude, show more interest	13	38%
	Other	6	18%
	Doing assigned work, apply themselves more	2	6%
NEGATIVE:	Other	1	3%
	Students less positive, less motivated	12	35%

12. What do you think is responsible for these differences?

No. Responding = 31
Total Responses = 33*

Students themselves, their attitude	5	15%
Teachers, more aware	1	3%
Classroom environment improved	1	3%
Poor administration, no supported discipline	3	9%
Don't know	6	18%
Other	17	52%

*Multiple responses allowed.

13. How about their attitudes toward work and careers and their awareness of how to prepare for work and careers? (Have you noticed any difference in these?)

No. %

No. Responding = 42
Total Responses = 42

Yes	20	48%
No	21	50%
Don't know	1	2%

IF YES TO Q.13:

14. What sort of differences have you noticed?

No. Responding = 20
Total Responses = 21*

General response, more positive	6	29%
Increased awareness about different jobs	4	19%
Not interested, no thoughts about future	7	33%
Other	1	5%
Talk about careers more	1	5%
Better geared to work, conscious of doing work well	2	10%

15. What do you think is responsible for these differences?

No. Responding = 20
Total Responses = 22*

Home environment	1	5%
Students themselves, more sophisticated	2	9%
Don't know	4	18%
Other	7	32%
Negative attitude of students	2	9%
Poor teaching; classes too large	3	14%
Class discussions, experiences, increased awareness	3	14%

*Multiple responses allowed.

16. Do you do anything in your classes that you could call career education--like talking about careers, jobs, what it takes to prepare for them, etc.?

No. %

No. Responding = 47
Total Responses = 47

Yes	41	87%
No	6	13%

IF YES TO Q.16:

17. What sorts of things do you do in your classes?

No. Responding = 41
Total Responses = 81*

Class discussions/activities relating to career education	20	25%
Audio/visual aides, speakers, field trips	17	21%
Relate subject matter with career education	17	21%
Writing essays, reports, stories	1	1%
Reading booklets, magazines, pamphlets	11	14%
Bulletin boards, posters, art projects	2	2%
Other	13	16%

18. Do you think it would be useful to have a structured and specifically funded career education program in both the elementary school and high school here?

No. Responding = 47
Total Responses = 47

Yes (both)	29	62%
Yes (high school only)	15	32%
No (neither)	3	6%

*Multiple responses allowed.

IF YES TO Q.18:

No. %

19. What kinds of activities would you like to see the program include?

No. Responding = 44
Total Responses = 99*

A-V aids, field trips, speakers	29	29%
On-the-job training	8	8%
Other	9	9%
Don't know	2	2%
Provide information on jobs; job requirements	16	16%
Help with job placement after high school	2	2%
Materials/resources relevant to different careers (i.e., business machines)	6	6%
Career Education course/skills center	2	2%
More courses offered (languages, journalism, vocational ed.)	10	10%
Films, records	7	7%
Role playing, skits	5	5%
In-service workshop for teachers	2	2%

TEACHERS' AGE (Estimated by Interviewer)

No. Responding = 47
Total Responses = 47

21-30 years of age	12	26%
31-40 years of age	19	40%
41-50 years of age	7	15%
51-60 years of age	8	17%
60 +	1	2%

SEX

No. Responding = 47
Total Responses = 47

Male	22	47%
Female	25	53%

*Multiple responses allowed.

ETHNICITY

No.%

No. Responding = 47
Total Responses = 47

Spanish origin
Other

33
14

70%
30%

APPENDIX B₁

PENASCO GRADUATE (CLASS OF '73 & '74) QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. Do you have a job at the present time?

		<u>1973</u>		<u>1974</u>	
Do you have a job at the present time?		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>1973</u>					
No. Responding	= 19				
Total Responses	= 19				
<u>1974</u>					
No. Responding	= 11				
Total Responses	= 11				
Yes		4	21%	4	36%
No		15	79%	7	64%

IF NO FOR Q.1:

2. What is the reason you don't have a job?

<u>1973</u>		<u>1974</u>	
No. Responding	= 15	No. Responding	= 7
Total Responses	= 15	Total Responses	= 7
Can't find a job	1	7%	-- --
Going to school	6	40%	5 71%
Married	1	7%	1 14%
Other	3	20%	1 14%
Illness	1	7%	-- --
Just released from military (haven't looked yet)	3	20%	-- --

IF YES TO Q.1:

3. What is your job?

<u>1973</u>		<u>1974</u>	
No. Responding = 4		No. Responding = 4	
Total Responses = 4		Total Responses = 4	
Secretarial/Clerical	--	--	1 25%
Truck Driver	1	25%	-- --
Rodman (for surveyor)	1	25%	1 25%
Solar Energy	1	25%	-- --
Machinist	1	25%	-- --
Stenographer	--	--	1 25%
Other	--	--	1 25%

4. How long have you had this job?

		<u>1973</u>		<u>1974</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
How long have you had this job?					
<u>1973</u>				<u>1974</u>	
No. Responding = 4		No. Responding = 4			
Total Responses = 4		Total Responses = 4			
1-6 months		2	50%	1	25%
7-12 months		1	25%	--	--
13-18 months		1	25%	2	50%
Over 24 months		--	--	1	25%

5. How did you find your job?

<u>1973</u>		<u>1974</u>		
No. Responding	= 4	No. Responding	= 4	
Total Responses	= 4	Total Responses	= 4	
Direct contact with employer	3	75%	2	50%
Through family/friend	--	--	1	25%
Other	1	25%	1	25%

6. Did you have any training or experience to prepare you for this job?

<u>1973</u>		<u>1974</u>		
No. Responding	= 4	No. Responding	= 4	
Total Responses	= 4	Total Responses	= 4	
Yes	2	50%	2	50%
No	2	50%	2	50%

IF YES TO Q.6:

7. Did you receive this training in high school?

<u>1973</u>		<u>1974</u>	
No. Responding = 2		No. Responding = 2	
Total Responses = 2		Total Responses = 2	
Yes	4 100%	4 100%	

8. Do you like this job you have now?

<u>1973</u>		<u>1974</u>	
No.	%	No.	%
No. Responding = 4		No. Responding = 4	
Total Responses = 4		Total Responses = 4	
Yes	4 100%	4 100%	

9. Will the job you have now be your lifetime career?

<u>1973</u>		<u>1974</u>	
No.	%	No.	%
No. Responding = 4		No. Responding = 4	
Total Responses = 4		Total Responses = 4	
Yes	1 25%	1 25%	
No	1 25%	2 50%	
Don't know	2 50%	1 25%	

IF NO FOR Q.9:

10. What will your lifetime career be?

<u>1973</u>		<u>1974</u>	
No.	%	No.	%
No. Responding = 1		No. Responding = 2	
Total Responses = 1		Total Responses = 1	
Social work	-- --	1 50%	
Don't know	1 100%	1 50%	

11. What kinds of help do you think high school students should be given to help them decide about and prepare for jobs?

<u>1973</u>		<u>1974</u>	
No.	%	No.	%
No. Responding = 19		No. Responding = 11	
Total Responses = 21*		Total Responses = 13*	
More guidance/counseling	1 5%	1 8%	
Provide jobs which give work experience	2 10%	-- --	
Provide more information on jobs	4 20%	2 15%	
Career Education	2 10%	1 8%	
Other	4 20%	3 23%	
Provide <u>more</u> job experience	1 5%	3 23%	
Provide <u>more</u> vocational/technical ed.	5 24%	1 8%	
Nothing - no help	-- --	1 8%	
Don't know	2 10%	1 8%	

*Multiple responses allowed.

12. Are you currently:

		<u>1973</u>		<u>1974</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>1973</u>				<u>1974</u>	
No. Responding = 19				No. Responding = 11	
Total Responses = 19				Total Responses = 11	
Enrolled in college		5	26%	4	36%
Enrolled in vocational/technical school		1	5%	1	9%
Not enrolled in school		13	68%	6	55%

IF CHECKED COLLEGE OR VOCATIONAL/TECHNICAL SCHOOL:

13. How long do you expect to be in school?

		<u>1973</u>		<u>1974</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No. Responding = 6				No. Responding = 5	
Total Responses = 6				Total Responses = 5	
1-6 months		2	33%	1	20%
13-18 months		1	17%	--	--
19-24 months		2	33%	1	20%
Over 24 months		1	17%	3	60%

14. What is your major?

		<u>1973</u>		<u>1974</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No. Responding = 6				No. Responding = 5	
Total Responses = 6				Total Responses = 5	
Education		1	17%	1	20%
Social Work		1	17%	1	20%
Math		--	--	1	20%
Electronics		1	17%	--	--
Accounting		1	17%	--	--
Other		2	33%	2	40%

15. Do you consider your courses to be preparation for a lifetime career?

		<u>1973</u>		<u>1974</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No. Responding = 6				No. Responding = 5	
Total Responses = 6				Total Responses = 5	
Yes		5	83%	5	100%
No		1	17%	--	--

IF YES FOR Q.15:

16. What lifetime career have you decided on?

		<u>1973</u>		<u>1974</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>1973</u>					
No. Responding = 5					
Total Responses = 5					
<u>1974</u>					
No. Responding = 5					
Total Responses = 5					
Teaching		1	20%	2	40%
Social Work		1	20%	--	--
Nursing		--	--	1	20%
Forestry		--	--	1	20%
Other		3	60%	1	20%

IF CHECKED NOT ENROLLED FOR Q.12:

17. Do you have any plans to go to school in the future?

		<u>1973</u>		<u>1974</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>1973</u>					
No. Responding = 13					
Total Responses = 13					
<u>1974</u>					
No. Responding = 6					
Total Responses = 6					
Yes		8	62%	4	67%
No		5	38%	2	33%

IF CHECK YES FOR Q.17:

18. What do you plan to do?

		<u>1973</u>		<u>1974</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>1973</u>					
No. Responding = 8					
Total Responses = 10*					
<u>1974</u>					
No. Responding = 4					
Total Responses = 4					
Accounting		--	--	1	25%
Secretarial		1	10%	1	25%
Teaching		1	10%	--	--
Forestry		2	20%	--	--
Electronics		1	10%	--	--
Other		4	40%	2	50%
Don't know		1	10%	--	--

*Multiple responses allowed.

19. If there was something more you could have learned in high school that would help you in living your life, what would that be?

<u>1973</u>		<u>1974</u>	
<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>

<u>1973</u>	<u>1974</u>
No. Responding = 19	No. Responding = 11
Total Responses = 25*	Total Responses = 11

Don't know	7	28%	4	36%
Getting to know other people	1	4%	--	--
Values, philosophy (class in)	1	4%	--	--
How to drive a car	1	4%	--	--
Vocational subjects open to both sexes	1	4%	--	--
Should have studied harder/paid attention	1	4%	1	9%
Different types classes/more classes	2	8%	1	9%
Math	3	12%	1	9%
English	3	12%	--	--
History of society/history of Penasco	1	4%	--	--
Language	1	4%	--	--
Science	1	4%	--	--
Job counseling	1	4%	--	--
Stress value of school	1	4%	--	--
Preparation for real world/jobs	--	--	2	18%
Bookkeeping	--	--	1	9%
Nothing	--	--	1	9%

*Multiple responses allowed.

APPENDIX B₂

PENASCO GRADUATE (CLASS OF '74) QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. Do you think it's important for a person who is still in school to have a job?

No. %

No. Responding = 8

Total Responses = 8

Yes

7

88%

No

1

13%

IF YES TO Q.1:

2. Why do you think it's important to have a job?

No. Responding = 7

Total Responses = 10*

Need for basic support

5

50%

Non-financial benefits

2

20%

Need for activity

1

10%

Other

2

20%

IF NO TO Q.1:

3. Why do you think it's not important to have a job?

No. Responding = 1

Total Responses = 1

Other

1

100%

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

No. Responding = 8

Total Responses = 13*

Ability/previous job experience

4

31%

Personal appearance

2

15%

Education

1

8%

Ability to get along with others,
employer

6

46%

*Multiple responses allowed.

5. What kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

No. %

No. Responding = 8
Total Responses = 14*

Ability/experience	6	43%
Seniority	1	7%
Ability to get along with others	1	7%
Work habits	5	36%
Don't know	1	7%

6. Do you think the job a person has is important to their satisfaction with life?

No. Responding = 8
Total Responses = 8

Yes	8	100%
-----	---	------

IF YES TO Q.6:

7. In what ways is it important to satisfaction with life?

No. Responding = 8
Total Responses = 8

Need for basic support	1	13%
Don't know	3	38%
Other	4	50%

IF NO TO Q.6:

8. Why do you feel that it isn't important to satisfaction with life?

Non-responsive (didn't understand)

*Multiple responses allowed.

9. Do you have a job at the present time?

No. %

No. Responding = 8

Total Responses = 8

No

8 100%

IF NO TO Q.9:

10. What is the reason you don't have a job?

No. Responding = 8

Total Responses = 8

Vacationing

2 25%

Attending school

6 75%

IF YES TO Q.9:

11. through 17.

THERE WERE NO "YES" RESPONSES TO QUESTION 9,

THEREFORE QUESTIONS 11-17 HAVE NO RESPONSES.

18. If one of your friends said to you, "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?

No. Responding = 8

Total Responses = 10*

Help him make plans

4 40%

Get work experience

2 20%

Go to college

2 20%

Could not help--it's his life, etc.

1 10%

Don't know

1 10%

19. When you were in high school, did you get any information about jobs and how you choose and prepare for them?

No. Responding = 8

Total Responses = 8

Yes

7 88%

No

1 13%

*Multiple responses allowed.

IF YES TO Q.19:

No.	%
-----	---

20. Where did you get that information?

No. Responding = 7
Total Responses = 10*

Teachers, counselors	4	40%
Parents	1	10%
Sought it (on own initiative)	1	10%
PENCEP office	4	40%

21. When you were in high school, did anyone give you any guidance or counseling about job and career decisions?

No. Responding = 8
Total Responses = 8

Yes	7	88%
No	1	13%

IF YES TO Q.21:

22. Who gave you counseling and guidance?

No. Responding = 7
Total Responses = 8*

Teachers	1	13%
Counselors	3	38%
Career education	1	13%
Parents	2	25%
PENCEP	1	13%

23. What kinds of help do you think high school students need to help them decide and prepare for jobs?

No. Responding = 8
Total Responses = 9*

Counseling/guidance	1	11%
Work experience/training	1	11%
Occupations-specific information	1	11%
Schooling (college-vocational)	1	11%
Speakers	1	11%
Don't know	4	44%

*Multiple responses allowed.

24. What do you think are the most important things a person should know about, to get along in the world?

No. %

No. Responding = 8
Total Responses = 10*

Getting along with people	6	60%
Skills	1	10%
Self-knowledge	1	10%
Don't know	2	20%

25. Do you think going to school is the best way to learn the things you need to know, or is there a better way to learn them?

No. Responding = 8
Total Responses = 8

School	5	63%
Other	3	38%

IF OTHER TO Q.25:

26. How do you think a person best learns these things?

No. Responding = 3
Total Responses = 3

Through work experience	1	33%
Through parents	1	33%
Other	1	33%

27. Are you currently:

No. Responding = 8
Total Responses = 8

Enrolled in college	3	38%
Enrolled in vocational/technical school	3	38%
Not enrolled in school	2	25%

*Multiple responses allowed.

IF ENROLLED:

No. 3

28. How long do you expect to be in school?

No. Responding = 6
Total Responses = 6

6 mo. - 1 year	2	33%
1 - 2 years	1	17%
2 - 3 years	2	33%
Over 6 years	1	17%

29. What is your major?

No. Responding = 6
Total Responses = 6

Law	1	17%
Metallurgy	1	17%
Electrician	1	17%
Elementary education	1	17%
Clerk-steno	1	17%
Body & fender repair	1	17%

30. Do you consider your courses to be preparation for a lifetime career?

No. Responding = 6
Total Responses = 6

Yes	4	67%
No	2	33%

IF YES TO Q.30:

31. What lifetime career have you decided on?

No. Responding = 4
Total Responses = 4

Teaching	1	25%
Electricity	1	25%
Secretarial	1	25%
Metallurgy	1	25%

IF NOT ENROLLED IN SCHOOL:

No. 2

32. Do you have any plans to go to school in the future?

No. Responding = 2

Total Responses = 2

No

2 100%

IF YES TO Q.32:

33. What do you plan to do?

SINCE THERE WERE NO "YES" RESPONSES TO QUESTION 32,
THERE WERE NO RESPONSES TO QUESTION 33.

34. Do you feel you are still learning things or did you stop when you finished high school?

No. Responding = 8

Total Responses = 8

Keep learning
Stop learning

7 88%
1 13%

APPENDIX C

PENASCO SENIOR QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. Do you think it's important for a person who
is not still in school to have a job?

No. %

No. Responding = 36

Total Responses = 36

Yes

36 100%

IF YES TO Q.1:

2. Why do you think it's important to have a job?

No. Responding = 36

Total Responses = 56*

Need for basic support	25	45%
Need for independence	4	7%
Need for activity	7	13%
Other	3	5%
To learn; get experience	14	25%
To meet people	3	5%

IF NO TO Q.1:

3. Why do you think it's not important to have a job?

THERE WERE NO "NO" RESPONSES TO QUESTION 1,
THEREFORE, QUESTION 3 HAS NO RESPONSES.

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

No. Responding = 36

Total Responses = 87*

Ability/performance/experience	24	28%
Personal Appearance	11	13%
Education	8	9%
Work habits	4	5%
Able to get along with others, employer	11	13%
Interest in job	11	13%
Good impression at interview	15	17%
Other	3	3%

*Multiple responses allowed.

5. And, what kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

No. %

No. Responding = 36
Total Responses = 78*

Ability/performance	29	37%
Able to get along with others	10	13%
Work habits	24	31%
Interest in job	8	10%
Other	2	3%
One with education/training	4	5%
Appearance	1	1%

6. Do you think the kind of job a person has makes a difference in how satisfied he is with his life?

No. Responding = 36
Total Responses = 36

Yes	31	86%
No	5	14%

IF YES TO Q.6:

7. In what ways would it make a difference?

No. Responding = 31
Total Responses = 32*

Non-financial benefits	25	78%
Need for basic support	1	3%
Don't know	3	9%
Other	3	9%

IF NO TO Q.6:

8. Why do you feel that it doesn't make a difference?

No. Responding = 5
Total Responses = 5

If I had no choice...	2	40%
Most are dissatisfied with jobs	1	20%
It's a way to earn a living, that's all	1	20%
Other	1	20%

*Multiple responses allowed.

9. Do you expect to get a job yourself when you get out of school?

No. %

No. Responding = 36

Total Responses = 36

Yes

33

92%

No

3

9%

IF NO TO Q.9:

10. What will you do instead of getting a job?

No. Responding = 1

Total Responses = 1

Attend school

1

100%

IF YES TO Q.9:

11. What kind of work do you think you will get into?

No. Responding = 33

Total Responses = 34*

Forestry	2	6%
Model	1	3%
Sales Clerk	2	6%
Dental Assistant	1	3%
Nursing	1	3%
Cashier	2	6%
Clerical	3	9%
Secretarial	4	12%
Construction	1	3%
Carpentry/woodworking	2	6%
Social work	1	3%
Doctor	1	3%
Other	3	9%
Don't know	10	29%

*Multiple responses allowed.

IF DON'T KNOW TO Q.11:

No.	%
-----	---

12. Have you done any general thinking about the sort of work you would like to do?

No. Responding = 10
Total Responses = 10

Yes	9	90%
No	1	10%

IF YES TO Q.12:

13. What kinds of work are you considering?

No. Responding = 9
Total Responses = 11*

Cashier	2	18%
Secretarial/clerical	2	18%
Accounting/business	2	18%
Social work	1	9%
Teacher	1	9%
Other	3	27%

14. Have you been trying to get information about jobs of this kind?

No. Responding = 9
Total Responses = 9

Yes	4	44%
No	5	56%

IF YES TO Q.14:

15. Where did you find that information?

No. Responding = 4
Total Responses = 7*

Media center - PENCEP	3	43%
School personnel	2	29%
Reading on my own	1	14%
People in/on the job	1	14%

*Multiple responses allowed.

16. Will that be your lifetime career or a temporary form of employment?

No. %

No. Responding = 23

Total Responses = 23

Temporary	14	61%
Lifetime	8	35%
Don't know	1	4%

IF TEMPORARY TO Q.16:

17. What do you have in mind for your lifetime career?

No. Responding = 15

Total Responses = 16*

Specific professional	1	6%
Specific health	1	6%
Education	1	6%
Skilled trades	2	13%
Other	1	6%
Office occupations	2	13%
Agriculture	1	6%
Don't know	7	44%

IF DON'T KNOW TO Q.17, FOLLOWING QUESTION ASKED ABOUT TEMPORARY WORK:

18. How did you make that decision?

No. Responding = 23

Total Responses = 33*

Taking related courses in school	5	15%
Family promoted interest	2	6%
Reading/television	1	3%
Always wanted to--personal interest	8	24%
Other	1	3%
Work--employed in field now/previously	6	18%
Enjoys aspects of career description	10	30%

*Multiple responses allowed.

19. How long ago did you decide to get into (occupational area described)?

No. 3

No. Responding = 23
Total Responses = 23

Senior year	7	30%
Junior year	8	35%
Sophomore year	3	13%
Junior high (7th-8th grade)	4	17%
Elementary (1st-6th grade)	1	4%

20. What is it about that sort of work that appeals to you?

No. Responding = 23
Total Responses = 29*

Enjoys doing specific skills required	8	28%
Enjoys meeting people	8	28%
Job varies, not the same thing every day	10	34%
Financial benefits	1	3%
Other	1	3%
Enjoys the job; certain aspects of career	10	34%

21. Are you doing anything now to prepare for that sort of work?

No. Responding = 23
Total Responses = 23

19 83%
4 17%

IF YES TO Q.21:

22. What are you doing in preparation?

No. Responding = 19
Total Responses = 23*

DEVELOPING SPECIFIC SKILLS RELATED TO JOB:

Thru work experience	15	65%
Thru school courses	3	13%
Thru independent study	5	22%

*Multiple responses allowed.

23. If one of your friends said to you, "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?

No. %

No. Responding = 36
Total Responses = 62*

Seek information from school	2	3%
Seek information from parents	1	2%
Consider capabilities/make plans	19	31%
Get some work experience	12	19%
Go to college/enter training program	9	15%
Could not help-it's his life	1	2%
Other	6	10%
Seek information from PENCEP	4	6%
Seek information (general)	7	11%
Don't know	1	2%

24. Has there been any discussion in any of your classes about jobs, how you choose a career, and how you prepare for the career you have chosen?

No. Responding = 36
Total Responses = 36

Yes	19	53%
No	16	44%
Don't know	1	3%

IF YES TO Q.24:

25. What kinds of things were discussed?

No. Responding = 19
Total Responses = 25*

Self-awareness	3	12%
Advantages of having a job	1	4%
Job-description, qualifications, etc.	9	36%
Work habits	3	12%
Applying for jobs	5	20%
Has seen film	1	4%
Going to college/vocational school	3	12%

*Multiple responses allowed.

26. Was there any discussion of jobs available in Northern New Mexico?

No. %

No. Responding = 19
Total Responses = 19

Yes	6	32%
No	13	68%

27. Did you get any information about jobs, careers, and preparing for them anywhere other than in class?

No. Responding = 36
Total Responses = 36

Yes	28	78%
No	8	22%

IF YES TO Q.27:

28. Where did you get that information?

No. Responding = 28
Total Responses = 41*

School personnel/counselor	1	2%
Employer/other adults	8	20%
Parents, family, friends	8	20%
Persons in related field	3	7%
Reading material	6	15%
Other	1	2%
PENCEP-Media center/career education	14	34%

29. Has anyone given you any guidance or counseling about job and career decisions?

No. Responding = 36
Total Responses = 36

Yes	21	58%
No	15	42%

*Multiple responses allowed.

IF YES TO Q.29:

No.	%
-----	---

30. Who has given you counseling or guidance?

No. Responding = 21
Total Responses = 26*

Job placement officer	7	27%
Employer	3	12%
Parents, family, friends	6	23%
Counselor	2	8%
Teacher/school personnel	2	8%
Career education/PENCEP	3	12%
Counselor Santa Fe/Upward Bound	3	12%

31. First, what do you think are the most important things a person should know to get along in the world?

No. Responding = 36
Total Responses = 53*

Getting along with people	22	42%
Good "character" (honesty, etc.)	3	6%
Education	4	8%
Skills	3	6%
Knowledge of self (goals)	4	8%
Other	7	13%
Skills--language--how to communicate	10	19%

32. Do you think going to school is the best way to learn the things you need to know or is there a better way to learn them?

No. Responding = 36
Total Responses = 36

School	27	75%
Other	4	11%
Both	4	11%
Don't know	1	3%

*Multiple responses allowed.

IF OTHER OR BOTH TO Q.32:

No.	%
-----	---

33. How do you think a person best learns these things?

No. Responding = 8
Total Responses = 10*

Through work experience	3	30%
Through life experience in general	4	40%
Other	1	10%
Training	2	20%

34. If you were free to choose between going to school or not, would you quit school now?

No. Responding = 36
Total Responses = 36

Yes	1	3%
No	35	97%

IF YES TO Q.34:

35. Why would you want to quit going to school?

No. Responding = 1
Total Responses = 1

Credits complete (just here for English)	1	100%
--	---	------

36. What would you do if you were not going to school?

No. Responding = 1
Total Responses = 2*

Go to work	1	50%
Travel around	1	50%

*Multiple responses allowed.

IF NO TO Q. 34:

37. Why do you feel staying in school is important?

No. Responding = 35
Total Responses = 37*

	<u>No.</u>	<u>%</u>
Completing school will result in jobs	10	26%
Good education is generally desirable	23	59%
No sense quitting now-about to graduate	4	10%
Other	2	5%

38. How far do you intend to go in school?

No. Responding = 35
Total Responses = 36*

Finish high school	8	22%
College - B.A.	6	17%
College - Doctorate	2	6%
Vocational/Technical school	4	11%
Other	1	3%
Don't know	2	6%
College unspecified time/A.A.	13	36%

39. Why do you feel it is important to go that far in school?

No. Responding = 34
Total Responses = 43*

Education, learning (desirable)	10	23%
Preparation for work/career	21	49%
Personal goal--to prove something	6	14%
Make more money	3	7%
Other	3	7%

40. Has there been any discussion in any of your classes about the kinds of schooling you need to get various kinds of jobs?

No. Responding = 36
Total Responses = 36

No	12	33%
Don't know	24	67%

*Multiple responses allowed.

IF YES TO Q.40:

No. 3

41. What kinds of things were discussed?

No. Responding = 12

Total Responses = 12

Various occupations/educational requirements	5	41%
Various occupations/training requirements	2	17%
Don't have to go to college to get high paying jobs	1	8%
Other	2	17%
Don't know	2	17%

42. Do you feel that you've done well in high school?

No. Responding = 36

Total Responses = 36

Yes	25	69%
No	2	6%
Fair	9	25%

43. Do you think you will keep on learning all your life or will you stop learning things when you stop going to school?

No. Responding = 36

Total Responses = 36

Keep learning	35	97%
Stop learning	1	3%

44. Have you received any skills training or specific job experience during your years in high school?

No. Responding = 36

Total Responses = 36

Yes	34	94%
No	2	6%

IF YES TO Q.44:

No. 3

45. What kind of training or experience was it?

No. Responding = 34

Total Responses = 48*

Cashier/sales	14	29%
Secretarial/office	10	21%
Other	12	25%
Construction	3	6%
Carpentry	3	6%
Forestry	3	6%
Vocational Education classes (mechanics, carpentry)	1	2%
Office occupations skills classes	2	4%

IF WORK EXPERIENCE:

46. How did you get that job?

No. Responding = 34

Total Responses = 37*

Through PENCEP/school personnel	25	68%
Through friends, relatives	6	16%
Direct contact with employer	4	11%
NYC-Summer program	1	3%
Other	1	3%

47. Do you feel completely prepared by your training or work experience to take a job in that area?

No. Responding = 34

Total Responses = 34

Yes	23	68%
No	10	29%
Don't know	1	3%

*Multiple responses allowed.

IF NO TO Q.47:

No. %

48. Why not? What additional preparation do you feel you need?

No. Responding = 10

Total Responses = 10

On-job-training; more experience	5	50%
Need for higher education	4	40%
Other	1	10%

49. Do you have plans for acquiring (additional preparation needs mentioned)?

No. Responding = 10

Total Responses = 10

Yes	4	40%
No	6	60%

IF YES TO Q.49.

50. What are they?

No. Responding = 4

Total Responses = 5*

Continue working at present job	2	40%
Go to vocational school	3	60%

51. Is anyone here at the school helping you obtain (needed preparation)?

No. Responding = 4

Total Responses = 4

No	4	100%
----	---	------

*Multiple responses allowed.

IF YES TO Q.51:

No. %

52. Who is helping you?

NO RESPONSES

53. Have you ever been in to see the job placement officer?

No. Responding = 36

Total Responses = 36

Yes

21

58%

No

14

39%

Don't know

1

3%

IF YES TO Q.53:

54. What was the result of your meeting with him?

No. Responding = 21

Total Responses = 26*

Job placement

16

62%

Just talked

3

12%

Don't know

1

4%

Discussed problem with job

3

12%

Told me to come back

2

8%

Other

1

4%

IF MENTIONS PLACEMENT:

55. Was this a:

No. Responding = 18

Total Responses = 18

Part time job during school

18

100%

56. Are you happy with the type of work you've been placed in?

No. Responding = 19

Total Responses = 19

Yes

18

95%

No

1

5%

*Multiple responses allowed.

57. Have you been satisfied in general with the help you've received from the placement officer?

No. %

No. Responding = 18

Total Responses = 18

Yes

18 100%

58. Do you have any suggestions for improving the help students get from the placement officer?

No. Responding = 20

Total Responses = 20

No suggestions	12	60%
Doing his best	2	10%
Students need more time on the job	2	10%
More/different kinds of jobs	1	5%
Other	2	10%
Don't know	1	5%

IF NOT TO Q.53:

59. Have you found a job on your own?

No. Responding = 14

Total Responses = 14

Yes
No

10 71%
4 29%

IF YES TO Q.59:

60. Is this a:

No. Responding = 11

Total Responses = 11

Part time job during school	3	30%
Summer job	7	60%
Full-time employment (post-high school)	1	10%

61. Do you feel you'll stay in this kind of work
for the rest of your life?

No. %

No. Responding = 10
Total Responses = 10

Yes	3	30%
No	6	60%
Don't know	1	10%

IF NO TO Q.61:

62. What is it that you don't like about it?

No. Responding = 7
Total Responses = 7

Have more permanent interests	3	43%
Tiring, boring (not interested)	1	14%
Specific duties of job	2	29%
Other	1	14%

63. What would you like to be doing?

No. Responding = 7
Total Responses = 7

Specific occupational goal	1	14%
Earning lots of money in interesting job	1	14%
More opportunity to meet people	1	14%
Don't know/N.A.	4	57%

64. What is stopping you from doing that now?

No. Responding = 7
Total Responses = 7

Needs further schooling	1	14%
Being in school	1	14%
Other	1	14%
Don't know/N.A.	4	57%

65. In general, how much help do you feel the teachers, the counselors, and the placement officer have given you in deciding what kind of work to get into, how to find jobs, and how to prepare for them?

No. %

No. Responding = 36
Total Responses = 36

A lot of help	7	19%
Some help	14	39%
A little help	12	33%
None at all	2	6%
Other	1	3%

66. Can you think of anything these people could do to help students more with jobs and career problems? We'd be very interested in your suggestions.

No. Responding = 36
Total Responses = 48*

More personalized help	6	13%
Information on additional occupations	4	8%
Additional job market information	6	13%
Improve the quality of work-study jobs	4	8%
More math/science classes	1	2%
Talk about it more with teachers	10	21%
Everything is O.K.	3	6%
Other	8	17%
Don't know	1	2%
No suggestions	5	10%

67. As far as you know, is there a career education program at your school?

No. Responding = 36
Total Responses = 36

Yes	36	100%
-----	----	------

*Multiple responses allowed.

IF YES TO Q.67:

68. Have you learned anything from that program, or has it helped you in anyway?

No. Responding = 36
Total Responses = 36

Yes
No

No.	%
31	86%
5	14%

IF YES TO Q.68:

69. Please tell me what you learned (or, how it helped you).

No. Responding = 31
Total Responses = 44*

Made R. more concerned about the future (earning a living) was encouraged to make plans	7	16%
Media Center provides job (career) information	8	18%
Work-study has provided need job experience	10	23%
More comfortable meeting people	2	5%
Learned to communicate better	1	2%
Learned to accept responsibility	2	5%
Learned (a job skill)	3	7%
Learned how to get along with people	4	9%
Learned about preparing for job interview (qualifications, application)	4	9%
Other	1	3%

*Multiple responses allowed.

APPENDIX C/C

COMPARISON SENIOR QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. Do you think it's important for a person who is not still in school to have a job?

No. %

No. Responding = 69
Total Responses = 69

Yes	68	99%
Don't know	1	1%

IF YES TO Q.1:

2. Why do you think it's important to have a job?

No. Responding = 65
Total Responses = 99

Need for basic support	50	51%
Need for independence	9	9%
Non-financial benefits	9	9%
Need for activity	13	13%
To have a better life	7	7%
To learn; get experience	7	7%
To meet people	3	3%
Other	1	1%

IF NO TO Q.1:

3. Why do you think it's not important to have a job?

SINCE THERE WERE NO "NO" RESPONSES TO QUESTION 1,
QUESTION 3 HAS NO RESPONSES.

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

No. Responding = 69
Total Responses = 166*

Ability/performance/experience	39	23%
Personal appearance	27	16%
Education	19	11%
Work habits	13	8%
Able to get along with others, employer	26	16%
Interest in job	16	10%
Good impression at interview	21	13%
Other	5	3%

*Multiple responses allowed.

5. And, what kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

No. %

No. Responding = 69
Total Responses = 119*

Ability/performance	35	29%
Seniority	8	7%
Able to get along with others	11	9%
Work habits	45	38%
Interest in job	8	7%
One with education/training	1	1%
Appearance	2	2%
Other	1	1%

6. Do you think the kind of job a person has makes a difference in how satisfied he is with his life?

No. Responding = 69
Total Responses = 69

Yes	67	97%
No	2	3%

IF YES TO Q.6:

7. In what ways would it make a difference?

No. Responding = 67
Total Responses = 69*

Non-financial benefits	57	83%
Need for basic support	2	3%
Don't know	4	6%
Not responsive to question	5	7%
Other	1	1%

*Multiple responses allowed.

IF NO TO Q.6:

	No.	%
--	-----	---

8. Why do you feel that it doesn't make a difference?

No. Responding = 2

Total Responses = 2

If I had no choice ...

1 50%

Don't know

1 50%

9. Do you expect to get a job yourself when you get out of school?

No. Responding = 68

Total Responses = 68

Yes

56 82%

No

2 3%

Don't know

1 1%

No, going to college

9 13%

IF NO TO Q.9:

10. What will you do instead of getting a job?

No. Responding = 2

Total Responses = 2

Attend school

2 100%

IF YES TO Q.9:

11. What kind of work do you think you will get into?

No. Responding = 64

Total Responses = 67

Forestry

2 3%

Sales Clerk

1 1%

Dental Assistant

1 1%

Clerical

2 3%

Secretarial

6 9%

Construction

3 4%

Social Work

1 1%

Military

4 6%

Other

33 49%

Don't know

13 19%

*Multiple responses allowed.

IF DON'T KNOW TO Q.11:

	<u>No.</u>	<u>%</u>
--	------------	----------

12. Have you done any general thinking about the sort of work you would like to do?

No. Responding = 12

Total Responses = 12

Yes	7	58%
No	5	42%

IF YES TO Q.12:

13. What kinds of work are you considering?

No. Responding = 7

Total Responses = 8*

Secretarial/clerical	3	38%
Accounting/business	1	13%
Teacher	1	13%
Other	3	38%

14. Have you been trying to get information about jobs of this kind?

No. Responding = 7

Total Responses = 7

Yes	4	57%
No	3	43%

IF YES TO Q.14:

15. Where did you find that information?

No. Responding = 4

Total Responses = 5*

School personnel	3	60%
Reading on my own	1	20%
People in/on the job	1	20%

*Multiple responses allowed.

16. Will that be your lifetime career or a temporary form of employment?

No. %

No. Responding = 51
Total Responses = 51

Temporary	29	57%
Lifetime	18	35%
Don't know	4	8%

IF TEMPORARY TO Q.16:

17. What do you have in mind for your lifetime career?

No. Responding = 31
Total Responses = 31

Specific professional	5	16%
Specific health	2	6%
Education	1	3%
Skilled trades	2	6%
Office occupations	1	3%
Other	6	19%
Don't know	14	45%

IF DON'T KNOW, FOLLOWING QUESTIONS ASKED ABOUT TEMPORARY?

18. How did you make that decision?

No. Responding = 51
Total Responses = 51

Taking related courses in school	7	11%
Family promoted interest	5	8%
Reading/television	2	3%
Always wanted to--personal interest	23	37%
Work-Study (in Taos) or elsewhere	6	10%
Enjoy aspects of career description	14	22%
Non-responsive to question	1	2%
Other	5	8%

19. How long ago did you decide to get into (occupational area described)?

No. %

No. Responding = 51
Total Responses = 51

Senior year	11	22%
Junior Year	16	31%
Sophomore year	8	16%
Freshman year	10	20%
Junior High (7th-8th grade)	2	4%
Elementary (1st-6th grade)	3	6%
Don't know	1	2%

20. What is it about that sort of work that appeals to you?

No. Responding = 52
Total Responses = 67*

Enjoys doing specific skills required	17	25%
Enjoys meeting people	15	22%
Financial benefits	2	3%
Enjoys the job; certain aspects of career	24	36%
Other	5	7%
Don't know	4	6%

21. Are you doing anything now to prepare for that sort of work?

No. Responding = 52
Total Responses = 52

Yes	28	54%
No	24	46%

*Multiple responses allowed.

IF YES TO Q.21:

No. %

22. What are you doing in preparation?

No. Responding = 28

Total Responses = 34*

DEVELOPING SPECIFIC SKILLS RELATED TO JOB:

Thru work experience	6	18%
Thru school courses	19	56%
Thru independent study	8	24%

SEEKING JOBS:

Other	1	3%
-------	---	----

23. If one of your friends said to you, "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?

No. Responding = 69

Total Responses = 110*

Seek information from school	16	15%
Seek information from school	1	1%
Consider capabilities/make plans	37	34%
Get some work experience	14	13%
Go to college/enter training program	17	15%
Could not help-it's his life	5	5%
Seek information (general)	10	9%
Other	6	5%
Don't know	4	4%

24. Has there been any discussion in any of your classes about jobs, how you choose a career, and how you prepare for the career you have chosen?

No. Responding = 69

Total Responses = 69

Yes	47	68%
No	22	32%

*Multiple responses allowed.

IF YES TO Q.24:

No.	%
-----	---

25. What kinds of things were discussed?

No. Responding = 47
Total Responses = 61*

Advantages of having a job	2	3%
Job-description, qualifications, etc.	30	49%
Applying for jobs	9	15%
Going to college/vocational school	11	18%
Other	8	13%
Don't know	1	2%

26. Was there any discussion of jobs available in Northern New Mexico?

No. Responding = 45
Total Responses = 45

Yes	8	18%
No	37	82%

27. Did you get any information about jobs, careers, and preparing for them anywhere other than in class?

No. Responding = 69
Total Responses = 69

Yes	42	61%
No	27	39%

IF YES TO Q.27:

28. Where did you get that information?

No. Responding = 42
Total Responses = 50*

School personnel/counselor	17	34%
Employer/other adults	2	4%
Military recruiter	2	4%
Parents, family, friends	14	28%
Persons in related field	4	8%
Reading material	9	18%
Other	2	4%

*Multiple responses allowed.

29. Has anyone given you any guidance or counseling about job and career decisions?

No. %

No. Responding = 69

Total Responses = 69

Yes

50

72%

No

19

28%

IF YES TO Q.29:

30. Who has given you counseling or guidance?

No. Responding = 50

Total Responses = 76*

Employer

1

1%

College Representative

2

3%

Parents, family, friends

23

30%

Counselor

33

43%

Military recruiters

1

1%

Teacher/school personnel

15

20%

Someone on the job

1

1%

31. Have you received any skills training or specific job experience during your years in high school?

No. Responding = 69

Total Responses = 69

Yes

45

65%

No

24

35%

IF YES TO Q.31:

32. What kind of training or experience was it?

No. Responding = 44

Total Responses = 50*

Secretarial/office

7

24%

Construction

4

8%

Carpentry

2

4%

Forestry

2

4%

Vocational ed. classes (mechanics, carpentry)

4

8%

Office occupations skills classes

10

20%

Other

21

42%

*Multiple responses allowed.

IF WORK EXPERIENCE:

No.	%
-----	---

33. How did you get that job?

No. Responding = 27
Total Responses = 30*

Through friends, relatives	7	23%
Direct contact with employer	13	43%
NYC-Summer Program	9	30%
Other	1	3%

34. Do you feel completely prepared by your training or work experience to take a job in that area?

No. Responding = 45
Total Responses = 45

Yes	26	58%
No	19	42%

IF NO TO Q.34:

35. Why not? What additional preparation do you feel you need?

No. Responding = 19
Total Responses = 19

On-job-training; more experience	5	26%
Need for higher education	13	68%
Other	1	5%

36. Do you have plans for acquiring (additional experience preparation needs mentioned)?

No. Responding = 19
Total Responses = 19

Yes	7	37%
No	10	53%
Don't know	2	11%

*Multiple responses allowed.

IF YES TO Q.36:

37. What are they?

No. %

No. Responding = 7

Total Responses = 7

Go to vocational school	4	57%
Go to college	1	14%
Other	1	14%
Don't know	1	14%

38. Is anyone here at the school helping you obtain (needed preparation)?

No. Responding = 7

Total Responses = 7

Yes	6	86%
No	1	14%

IF YES TO Q.38:

39. Who is helping you?

No. Responding = 6

Total Responses = 6

Answers recorded	6	100%
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40. In general, how much help do you feel the teachers and the counselors have given you in deciding what kind of work to get into, how to find jobs, and how to prepare for them?

No. Responding = 68

Total Responses = 68

A lot of help	22	32%
Some help	27	40%
A little help	15	22%
None at all	3	4%
Other	1	1%

41. Can you think of anything these people could do to help students more with jobs and career problems? We'd be very interested in your suggestions.

No. %

No. Responding = 69
Total Responses = 84*

More personalized help	10	12%
Information on additional occupations	9	11%
Additional job market information	13	15%
Talk about it more with teachers	8	10%
Other	23	27%
Don't know	11	13%
No suggestions	10	12%

42. Do you have a job now--or will you be getting one this summer?

No. Responding = 69
Total Responses = 69

No	12	17%
Yes - Now	20	29%
Yes - This summer	18	26%
No - but planning to look	19	28%

IF YES TO Q.42:

43. What kind of work is it?

No. Responding = 38
Total Responses = 41*

Secretary	1	2%
Cashier	3	7%
General office	5	12%
Bookkeeper	2	5%
Food service	8	20%
Gas attendant	2	5%
Forestry	3	7%
Construction	4	8%
Other	13	32%

*Multiple responses allowed.

44. How did you get your job?

No. %

No. Responding = 38
 Total Responses = 39*

School	2	5%
Friends, relatives	13	33%
Direct contact with employer	24	62%

45. Do you consider this a job you will stay with for sometime, or only temporary?

No. Responding = 38
 Total Responses = 38

Sometime	3	8%
Temporary	31	82%
Don't know	4	11%

46. Are you satisfied with that job, or are you planning to look for some different kind of work?

No. Responding = 36
 Total Responses = 36

Satisfied	18	50%
Different job	17	47%
Don't know	1	3%

IF DIFFERENT JOB:

47. What kind of job will you be looking for?

No. Responding = 19
 Total Responses = 19

Professional	4	21%
Technical	2	11%
Trades & Industry	5	26%
Occupation preparation	1	5%
Office occupations	1	5%
Other	1	5%
Don't know	5	26%

*Multiple responses allowed.

48. First, what do you think are the most important things a person should know to get along in the world?

No. %

No. Responding = 69
Total Responses = 118*

Getting along with people	54	46%
Good "character" (honesty, etc.)	5	4%
Education	15	13%
Skills	1	1%
Knowledge of self (goals)	24	20%
Skills-Language-how to communicate	11	9%
Other	3	3%
Don't know	5	4%

49. Do you think going to school is the best way to learn the things you need to know or is there a better way to learn them?

No. Responding = 68
Total Responses = 68

School	40	59%
Other	16	24%
Both	12	18%

IF OTHER:

50. How do you think a person best learns these things?

No. Responding = 27
Total Responses = 29*

Through work experience	6	21%
Through life experience in general	20	69%
Other	2	7%
Don't know	1	3%

51. If you were free to choose between going to school or not, would you quit school now?

No. Responding = 69
Total Responses = 69

Yes	3	4%
No	66	96%

*Multiple responses allowed.

IF YES TO Q.51:

52. Why would you want to quit going to school?

No. %

No. Responding = 3

Total Responses = 3

Dislikes school	1	33%
Other	2	67%

53. What would you do if you were not going to school?

No. Responding = 3

Total Responses = 3

Go to work	3	100%
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IF NOT TO Q.51:

54. Why do you feel staying in school is important?

No. Responding = 66

Total Responses = 71*

Completing school will result in jobs	26	37%
Good education is generally desirable	38	54%
Other	2	3%
No sense quitting now-about to graduate	5	7%

55. How far do you intend to go in school?

No. Responding = 66

Total Responses = 66

Finish high school	12	18%
College - B.A.	25	38%
College - Master's	2	3%
College - Doctorate	2	3%
Vocational-technical school	13	20%
College/unspecified time/A.A.	10	15%
Other	1	2%
Don't know	1	2%

*Multiple responses allowed.

56. Why do you feel it is important to go that far
in school?

No. %

No. Responding = 65
Total Responses = 81*

Education, learning (desirable)	16	20%
Preparation for work/career	51	63%
Personal goal-to prove something	7	9%
Make more money	4	5%
Other	1	1%
Don't know	2	2%

57. Has there been any discussion in any of your classes
about the kind of schooling you need to get various
kinds of jobs?

No. Responding = 69
Total Responses = 69

Yes	43	62%
No	26	38%

IF YES TO Q.57:

58. What kinds of things were discussed?

No. Responding = 43
Total Responses = 51*

Various occupations/educational requirements	24	47%
Various occupations/training requirements	16	31%
Don't have to go to college to get high paying jobs	1	2%
Other	7	14%
Don't know	3	6%

59. Do you feel that you've done well in high school?

No. Responding = 69
Total Responses = 69

Yes	43	62%
No	3	4%
Fair	23	33%

*Multiple responses allowed.

60. Do you think you will keep on learning all your life or will you stop learning things when you stop going to school?

No. 2

No. Responding = 69

Total Responses = 69

Keep learning
Stop learning

67	97%
2	3%

APPENDIX D

PENASCO EIGHTH GRADE QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. Do you think it's important for a grown up person who is not still in school to have a job?

No. %

No. Responding = 7
Total Responses = 7

Yes

7 100%

IF YES TO Q.1:

2. Why do you think it's important to have a job?

No. Responding = 7
Total Responses = 10*

Basic support	6	60%
Need for activity	1	10%
To learn (job related tasks)	1	10%
To meet people	1	10%
Don't know	1	10%

IF NOT TO Q.1:

3. Why do you think it's not important to have a job?

SINCE THERE WERE NO "NO" RESPONSES TO QUESTION 1,
QUESTION 3 HAS NO RESPONSES.

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

No. Responding = 7
Total Responses = 11*

Ability/job experience	4	33%
Education	4	33%
Work habits	1	8%
Interest in job	1	8%
Other	1	8%
Don't know	1	8%

*Multiple responses allowed.

5. And, what kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

No. %

No. Responding = 7
Total Responses = 10*

Ability/performance	4	40%
Work habits	4	40%
Other	1	10%
Don't know	1	10%

6. Do you think the kind of job a person has makes a difference in how satisfied he is with his life?

No. Responding = 7
Total Responses = 7

Yes	5	71%
No	2	29%

IF YES TO Q.6:

7. In what ways would it make a difference?

No. Responding = 5
Total Responses = 5

General satisfaction -- ("If not happy with job, person won't be happy)	3	60%
No choice if no other jobs are available	1	20%
Other	1	20%

IF NO TO Q.6:

8. Why do you feel that it doesn't make a difference?

No. Responding = 2
Total Responses = 2

Don't know	1	50%
Other	1	50%

*Multiple responses allowed.

9. Do you expect to get a job yourself when you get out of school?

No. 2

No. Responding = 7

Total Responses = 7

Yes

7 100%

IF NO TO Q.9:

10. What will you do instead of going to work?

SINCE THERE WERE NO "NO" RESPONSES TO QUESTION 9,
QUESTION 10 HAS NO RESPONSES.

IF YES TO Q.9:

11. What kind of work do you want to do?

No. Responding = 5

Total Responses = 5

Medical	1	20%
Forest service	2	40%
Engineer	1	20%
Plumbing	1	20%

12. How did you decide to get into (occupational area described)?

No. Responding = 6

Total Responses = 6

Personal interest	3	50%
Work related experience	2	33%
Financial aspects	1	17%

13. Will (occupational area) require any special training or preparation?

No. Responding = 6

Total Responses = 6

Yes

5 83%

No

1 17%

IF DON'T KNOW TO Q.11:

No. %

14. Have you done any general thinking about what sort of work you would like to do?

No. Responding = 1
Total Responses = 1

Yes	1	100%
-----	---	------

IF YES TO Q.14:

15. What kinds of work are you considering?

No. Responding = 1
Total Responses = 2*

Nursing	1	50%
Teaching	1	50%

16. Have you been trying to get information about jobs of this kind?

No. Responding = 1
Total Responses = 1

Yes	1	100%
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IF YES TO Q.16:

17. Where did you find that information?

No. Responding = 1
Total Responses = 1

Persons in field of interest (talked to)	1	100%
--	---	------

*Multiple responses allowed.

18. If one of your friends said to you, "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?

No. %

No. Responding = 7

Total Responses = 7

Help make plans	1	14%
Talk to friends/relatives	1	14%
Talk to people about their jobs	1	14%
Talk to counselor	1	14%
No advice	1	14%
Other	1	14%
Don't know	1	14%

19. Has there been any discussion in any of your classes about jobs, how you choose a career, and how you prepare for the career you have chosen?

No. Responding = 7

Total Responses = 7

Yes	3	43%
No	4	57%

IF YES TO Q.19:

20. What kinds of things were discussed?

No. Responding = 3

Total Responses = 5*

Job descriptions-specifics	2	40%
How to apply for a job	2	40%
Skill Center - PENCEP	1	20%

21. Was there any discussion of jobs available here in Northern New Mexico?

No. Responding = 3

Total Responses = 3

Yes	1	33%
No	2	67%

*Multiple responses allowed.

22. Did you get any information about jobs, careers, and preparing for them anywhere other than in classes?

No. %

No. Responding = 7
Total Responses = 7

Yes	6	86%
No	1	14%

IF YES TO Q.22:

23. Where did you get that information?

No. Responding = 6
Total Responses = 7*

Parents/family	4	57%
PENCEP/Career education	3	43%

*Multiple responses allowed.

24. Suppose I said, "O.K., if you don't want to, you don't have to go to school anymore after today. It's up to you." Would you want to keep going to school or would you want to quit?

No. %

No. Responding = 7
Total Responses = 7

Keep going

7 100%

IF KEEP GOING:

25. Why would you want to stay in school? What do you think is good about it?

No. Responding = 7
Total Responses = 8*

Education general-desirable
Result in better jobs
To get diploma

3 38%
4 50%
1 13%

IF QUIT:

26. Why would you want to quit?

SINCE THERE WERE NO "QUIT" RESPONSES TO QUESTION 25,
QUESTION 26 HAS NO RESPONSES.

27. What would you do if you were not going to school?

SINCE THERE WERE NO "QUIT" RESPONSES TO QUESTION 25,
QUESTION 27 HAS NO RESPONSES.

28. How long do you think you will keep going to school?
Do you expect to finish high school?

No. Responding = 7
Total Responses = 7

Yes

7 100%

*Multiple responses allowed.

IF YES TO Q.28:

	<u>No.</u>	<u>%</u>
--	------------	----------

29. What about college: Do you plan on going to college?

No. Responding = 7
Total Responses = 7

Yes	4	58%
No	2	29%
Undecided	1	14%

30. First, what do you think are the most important things a person should know to get along in the world?

No. Responding = 7
Total Responses = 11*

Good education	3	27%
Math, English	1	9%
Ability to express oneself	2	18%
Ability to support oneself	1	9%
Friendly, respect others	3	27%
How to get a job	1	9%

31. Do you think going to school is the best way to learn the things you need to know or is there a better way to learn them?

No. Responding = 7
Total Responses = 7

School	7	100%
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IF OTHER:

32. How do you think a person best learns these things?

SINCE THERE WERE NO "OTHER" RESPONSES TO QUESTION 31,
QUESTION 32 HAS NO RESPONSES.

*Multiple responses allowed.

33. Do you think you keep on learning all your life or will you stop learning things when you stop going to school?

No. %

No. Responding = 7

Total Responses = 7

Keep learning

7 100%

APPENDIX D/C

COMPARISON EIGHTH GRADE QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. Do you think it's important for a grown up person who is not still in school to have a job?

No. %

No. Responding = 7
Total Responses = 7

Yes

7 100%

IF YES TO Q.1:

2. Why do you think it's important to have a job?

No. Responding = 7
Total Responses = 8*

Basic support
Independence
Need for activity

5 63%
1 13%
2 25%

IF NO TO Q.1:

3. Why do you think it's not important to have a job?

SINCE THERE WERE NO "NO" RESPONSES TO QUESTION 1,
QUESTION 3 HAS NO RESPONSES.

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

No. Responding = 7
Total Responses = 11*

Ability/job experience
Education
Application/resume
Work habits

2 18%
5 45%
2 18%
2 18%

*Multiple responses allowed.

5. And what kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

No. %

No. Responding = 7
Total Responses = 10*

Ability/performance	2	20%
Get along with others	2	20%
Work habits	5	50%
Other	1	10%

6. Do you think the kind of job a person has makes a difference in how satisfied he is with his life?

No. Responding = 7
Total Responses = 7

Yes	7	100%
-----	---	------

IF YES TO Q.6:

7. In what ways would it make a difference?

No. Responding = 7
Total Responses = 7

General satisfaction--"If not happy with job, person won't be happy"	7	100%
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IF NO FOR Q.6:

8. Why do you feel that it doesn't make a difference?

SINCE THERE WERE NO "NO" RESPONSES TO QUESTION 6,
QUESTION 8 HAS NO RESPONSES.

9. Do you expect to get a job yourself when you get out of school?

No. Responding = 7
Total Responses = 7

Yes	7	100%
-----	---	------

*Multiple responses allowed.

IF NO TO Q.9:

No.	%
-----	---

10. What will you do instead of going to work?

SINCE THERE WERE NO "NO" RESPONSES TO QUESTION 9,
QUESTION 10 HAS NO RESPONSES.

IF YES TO Q.9:

11. What kind of work do you want to do?

No. Responding = 7
Total Responses = 7

Forest service	1	14%
Airline	1	14%
Mechanics	1	14%
Race car driver	1	14%
Police work	1	14%
Don't know	2	29%

12. How did you decide to get into (occupational area described)?

No. Responding = 5
Total Responses = 5

Personal interest	4	80%
Don't know	1	20%

13. Will (occupational area) require any special training or participation?

No. Responding = 5
Total Responses = 5

Yes	5	100%
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IF DON'T KNOW TO Q.11:

14. Have you done any general thinking about what sort of work you would like to do?

No. Responding = 2
Total Responses = 2

No	2	100%
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IF YES TO Q.14:

No.	%
-----	---

15. What kinds of work are you considering?

SINCE THERE WERE NO "YES" RESPONSES TO QUESTION 14,
QUESTION 15 HAS NO RESPONSES

16. Have you been trying to get information about jobs of this kind?

SINCE THERE WERE NO "YES" RESPONSES TO QUESTION 14,
QUESTION 15 HAS NO RESPONSES

IF YES TO Q.16:

17. Where did you find that information?

SINCE THERE WERE NO "YES" RESPONSES TO QUESTION 16,
QUESTION 17 , NO RESPONSES

18. If one of your friends said to you, "I just can't decide what to do when I get out of school," how would you prepare for the career you have chosen?

No. Responding = 7
Total Responses = 8*

Help make plans	5	63%
Go to school/college	1	13%
Talk to friends/relatives	1	13%
Talk to people about their jobs	1	13%

19. Has there been any discussion in any of your classes about jobs, how you choose a career, and how you prepare for the career you have chosen?

No. Responding = 7
Total Responses = 7

Yes	4	57%
No	3	43%

*Multiple responses allowed.

IF YES TO Q.19:

	<u>No.</u>	<u>%</u>
--	------------	----------

20. What kinds of things were discussed?

No. Responding = 4
Total Responses = 6*

Job descriptions-specifics	2	33%
Factors in selection occupations	3	50%
How to apply for a job?	1	17%

21. Was there any discussion of jobs available here in Northern New Mexico?

No. Responding = 4
Total Responses = 4

No	4	100%
----	---	------

22. Did you get any information about jobs, careers, and preparing for them anywhere other than in classes?

No. Responding = 7
Total Responses = 7

Yes	3	43%
No	4	57%

IF YES TO Q.22:

23. Where did you get that information?

No. Responding = 3
Total Responses = 4*

Parents/family	3	75%
Books, magazines	1	25%

*Multiple responses allowed.

24. Suppose I said, "O.K., if you don't want to, you don't have to go to school anymore after today. It's up to you." Would you want to keep going to school or would you want to quit?

No. %

No. Responding = 7
Total Responses = 7

Keep going		7	100%
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IF KEEP GOING TO Q.24:

25. Why would you want to stay in school? What do you think is good about it?

No. Responding = 7
Total Responses = 10*

Education general-desirable		5	50%
Result in better jobs		4	40%
For the sports		1	10%

IF QUIT FOR Q.24:

26. Why would you want to quit? What don't you like about school?

SINCE THERE WERE NO "IF QUIT" RESPONSES FOR QUESTION 24,
QUESTION 26 HAS NO RESPONSES

27. What would you do if you were not going to school?

SINCE THERE WERE NO "IF QUIT" RESPONSES FOR QUESTION 24,
QUESTION 27 HAS NO RESPONSES

28. How long do you think you will keep going to school?
Do you expect to finish high school?

No. Responding = 7
Total Responses = 7

Yes		7	100%
-----	--	---	------

*Multiple responses allowed.

IF YES TO Q.28:

29. What about college: Do you plan on going to college?

No. Responding = 7
Total Responses = 7

	<u>No.</u>	<u>%</u>
Yes	4	57%
No	3	43%

30. First, what do you think are the most important things a person should know to get along in the world?

No. Responding = 7
Total Responses = 9*

Good education	2	22%
Friendly, respect others	7	78%

31. Do you think going to school is the best way to learn the things you need to know or is there a better way to learn them?

No. Responding = 7
Total Responses = 7

School	6	86%
Other	1	14%

IF OTHER TO Q.31:

32. How do you think a person best learns these things?

No. Responding = 1
Total Responses = 1

Work experience	1	100%
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33. Do you think you keep on learning all your life or will you stop learning things when you stop going to school?

No. Responding = 7
Total Responses = 7

Keep learning	7	100%
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*Multiple responses allowed.

APPENDIX E

PENASCO FOURTH GRADE QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. Do you think everybody who's grown up and doesn't go to school should have a job?

No. %

No. Responding = 8
Total Responses = 8

Yes	6	75%
No	2	25%

IF YES TO Q.1:

2. Why do you think they should have a job?

No. Responding = 6
Total Responses = 6

Support themselves	2	33%
To learn how to do things	3	50%
Because they wanted one	1	17%

IF NO TO Q.1:

3. Why do you think they don't need to have a job?

No. Responding = 2
Total Responses = 2

Need to learn more	1	50%
Other	1	50%

4. Do you expect to get a job yourself when you get through with school?

No. Responding = 8
Total Responses = 8

Yes	8	100%
-----	---	------

IF YES TO Q. 4:

5. What kind of work do you want to do?

No. Responding = 8
Total Responses = 8

Teacher	1	13%
Medical (Scientist, doctor, nurse)	1	13%
Police work	1	13%
Miner	1	13%
Farmer	1	13%
Undecided	2	25%
Other	1	13%

290

IF NO TO Q.4:

6. What will you do instead of going to work, then?

No.	%

SINCE THERE WERE NO "NO" RESPONSES TO QUESTION 4,
QUESTION 6 HAS NO RESPONSES

7. Have you learned anything about jobs in your class this year?

No. Responding = 8
Total Responses = 8

Yes	4	50%
No	2	25%
Don't know	2	25%

IF YES TO Q.7:

8. What kinds of things did you learn about jobs?

No. Responding = 4
Total Responses = 5*

Benefits of having a job	1	20%
You need skills	1	20%
Mentions subject area - nothing specific	1	20%
Other	1	20%
Didn't recall	1	20%

9. Which of these things that you learned did you find most interesting?

No. Responding = 3
Total Responses = 3

About skills	1	33%
Other	1	33%
Don't know	1	33%

10. Are there some jobs you would like to find out more about?

No. Responding = 8
Total Responses = 8

Yes	7	88%
No	1	13%

*Multiple responses allowed.

IF YES TO Q.10:

No.	%
-----	---

11. What kinds of jobs would you like to find out about?

No. Responding = 7
Total Responses = 11*

Health/medical	3	25%
Policework, firman, patrol	3	25%
Mechanic	1	8%
Plumbing	1	8%
Engineering	1	8%
Don't know	1	8%

12. And what would you like to know about those jobs?

No. Responding = 6
Total Responses = 8*

Job duties/skills	2	25%
Pay/compensation	1	13%
What they do	3	38%
Nothing in particular	1	13%
Other	1	13%

13. Suppose I said, "O.K., if you don't want to, you don't have to go to school anymore after today. It's up to you." Would you want to keep going to school or would you want to quit?

No. Responding = 8
Total Responses = 8

Keep going	8	100%
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IF KEEP GOING TO Q.13:

14. Why would you want to stay in school? What do you think is good about it?

No. Responding = 8
Total Responses = 8

Good education desirable	5	63%
Result in better jobs	3	38%

*Multiple responses allowed.

IF QUIT TO Q.13:

	<u>No.</u>	<u>%</u>
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15. Why would you want to quit? What don't you like about school?

SINCE THERE WERE NO "IF QUIT" RESPONSES TO QUESTION 13,
QUESTION 15 HAS NO RESPONSES

16. How long do you think you will keep going to school? Do you think you will go to high school?

No. Responding = 8
Total Responses = 8

Yes	8	100%
-----	---	------

IF YES TO Q.16:

17. Go to college?

No. Responding = 8
Total Responses = 8

Yes	7	88%
Don't know	1	13%

18. Why do you think going to (highest education level mentioned) is a good idea? Why do you want to go to (highest education level mentioned)?

No. Responding = 8
Total Responses = 8

Learn more	4	50%
Prepare for job/career	3	38%
Other	1	13%

19. Do you think you will keep on learning things all your life or will you stop learning things when you stop going to school?

No. Responding = 8
Total Responses = 8

Keep learning	7	88%
Stop learning	1	13%

APPENDIX E/C

COMPARISON FOURTH GRADE QUESTIONNAIRE
RESPONSE DISTRIBUTIONS

1. Do you think everybody who's grown up and doesn't go to school should have a job?

No. %

No. Responding = 7
Total Responses = 7

Yes	6	85%
No	1	14%

IF YES TO Q.1:

2. Why do you think they should have a job?

No. Responding = 6
Total Responses = 6

Support themselves	3	50%
Activity/stimulation	1	17%
Other	1	17%
That's why they went to school	1	17%

IF NO TO Q.1:

3. Why do you think they don't need to have a job?

No. Responding = 1
Total Responses = 1

Some aren't old enough	1	100%
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4. Do you expect to get a job yourself when you get through with school?

No. Responding = 7
Total Responses = 7

Yes	7	100%
-----	---	------

IF YES TO Q.4:

5. What kind of work do you want to do?

No. Responding = 7
Total Responses = 7

Secretarial/clerical	2	29%
Teacher	1	14%
Carpenter	1	14%
Grocery store clerk	2	29%
Work in a store	1	14%

IF NO TO Q.4

No. 8

6. What will you do instead of going to work, then?

SINCE THERE WERE NO "NO" RESPONSES TO QUESTION 4,
QUESTION 6 HAS NO RESPONSES

7. Have you learned anything about jobs in your class
this year?

No. Responding = 7
Total Responses = 7

Yes	1	14%
No	5	71%
Don't know	1	14%

IF YES TO Q.7:

8. What kinds of things did you learn about jobs?

No. Responding = 1
Total Responses = 1

Didn't recall	1	100%
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9. Which of these things that you learned did you
find most interesting?

NO RESPONSES

10. Are there some jobs you would like to find out
more about?

No. Responding = 7
Total Responses = 7

Yes	6	86%
No	1	14%

IF YES TO Q.10:

	No.	%
--	-----	---

11. What kinds of jobs would you like to find out about?

No. Responding = 6
Total Responses = 11*

Secretarial/clerical	1	9%
Police work, fireman, patrol	2	18%
Store clerk	3	27%
Nursing	1	9%
Military	1	9%
Scientist	1	9%
Other	1	9%
Art	1	9%

12. And what would you like to know about those jobs?

No. Responding = 6
Total Responses = 8*

Job duties/skills	6	75%
Pay/compensation	1	13%
What they do	1	13%

13. Suppose I said, "O.K., if you don't want to, you don't have to go to school anymore after today. It's up to you." Would you want to keep going to school or would you want to quit?

No. Responding = 7
Total Responses = 7

Keep going	7	100%
------------	---	------

IF KEEP GOING TO Q.13:

14. Why would you want to stay in school? What do you think is good about it?

No. Responding = 7
Total Responses = 9*

Good education desirable	7	78%
Get a diploma	2	22%

*Multiple responses allowed.

IF QUIT TO Q.13:

No. %

15. Why would you want to quit? What don't you like about school?

SINCE THERE WERE NO "IF QUIT" RESPONSES TO QUESTION 13, QUESTION 15 HAS NO RESPONSES

16. How long do you think you will keep going to school? Do you think you will go to high school?

No. Responding = 7
Total Responses = 7

Yes 7 100%

IF YES TO Q.16:

17. Go to college?

No. Responding = 7
Total Responses = 7

Yes 4 57%
Don't know 3 43%

18. Why do you think going to (highest education level mentioned) is a good idea? Why do you want to go to (highest education level mentioned)?

No. Responding = 7
Total Responses = 8*

Learn more 3 38%
Prepare for job/career 3 38%
To participate in sports 1 13%
Non-responsive answer 1 13%

19. Do you think you will keep on learning things all your life or will you stop learning things when you stop going to school?

No. Responding = 7
Total Responses = 7

Keep learning 4 57%
Stop learning 3 43%

*Multiple responses allowed.

IV. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

A. Resolution of Evaluation Contradictions

The final evaluation report was completed shortly before the completion of this final report. A review of the conclusions of the evaluation report points up contradictions between the response perceptions of the students and the response perceptions of the teachers and administrators. The Project Coordinator considers this a natural contradiction in a truly effective class fusion situation. Career education is considered to be successfully fused when it becomes an integral part of subject-matter presentation, thereby making the subject matter more truly relevant to the student and his present and future living activities. The relevance is not confined to occupational or world-of-work experience, but broadened to the four primary life careers of occupation, family, leisure, and community. An integral part of these four careers are the even less apparent basic career education elements of self-awareness, educational awareness, and attitudes and appreciations.

If the career-oriented factor is so labeled, either as a specific class or as a parenthetical interruption to subject matter presentation, then it is not fused to the subject matter--it is tacked on to the subject matter.

It is therefore logical that a teacher be aware that he is infusing aspects of career education to his presentation, while the student is absorbing it through the vehicle of the subject matter without conscious realization that he is learning career education. The more successfully it is fused, the less apparent it becomes to all except those who are specifically auditing a class to look for it. For this reason, it is believed that the evaluator's alternative conjecture, on page 62 of their report, is correct: "... it is also possible to interpret these responses as suggesting that the teachers' efforts have simply become more subtle."

Aside from the required one-to-one interaction of the students with the Job Placement Officer for work study and world-of-work counseling, all other aspects of career education were deliberately directed from PENCEP through the teachers to the students. The teachers are closest to the students, and the teachers are the ones who will remain to carry on the thrust after the project is gone. There can be no confusion or contradiction between a student's distinction of what he learned from PENCEP and what he learned from his teachers. The results achieved by the teachers to this end were the results of PENCEP training, encouragement and support of the teachers to this end.

Since all teachers are actively including career education in their teaching, including the two negative teachers interviewed, it is presumed that the positive aspects of the theme will take an ever-strengthening position in the attitudes of the students over their 13 years of continued exposure to the multiple aspects of careers education.

B. Change Agent Installation Techniques

1. Respect for Teacher Individuality

It was apparent from the start of the installation workshops that the teachers were not accustomed to being told that they were individuals, and that each of them was expected to find a method of presentation that would draw strength from acknowledgement of his own individual background and experience. Too often, from some of the most experienced teachers, members of the staff were asked, "Exactly what is it you want us to do?" And just as often they were given examples of how it might be done, and then told that they knew their subject-matter approaches and various classes far better than we could hope to know them. The fact that we did not presume to tell them how to teach left many basically hostile teachers without a target to aim at. Even some of those who were basically sympathetic to the approach were confused by the idea that they were expected to utilize their own creativity to reshape what they already taught, and to include relevant aspects of career education to enhance the presentation of their already-established subject matter.

They were not asked to teach another discipline in addition to what they already taught; they were asked to consider the individual needs of their specific students, rather than to teach a pre-established curriculum to the students regardless of their need.

This is a hard concept to project. When they understood they were free to work this out themselves in their own time, and we were only going to help them rather than do it for them, they built up a gradual acceptance and appreciation of the fact that we presumed they were intelligent enough to do it on their own. In addition to calling for the infusion of career education, we were also calling for their attempt to view each student as he was, unto himself. When he was teaching to the true needs of the student, he would, in effect, be teaching career education.

Many teachers waited in vain for the axe to fall, to be told that they were doing it all wrong. When they finally accepted the fact that we respected their individuality, their appreciation for this respect, and recognition of our sincere desire to help rather than to criticize, gave them the desire to want to help the effort themselves. As soon as they wanted to do it, they were able to do it.

2. Unpressured Time Fulfillment

a. Teacher Self-realization. Most innovations in education state that the new factor must be installed, and installed successfully, by a predetermined date. The project staff scrupulously avoided any such time mandate. This further avoided potential teacher antagonism.

By having the privilege of three years to establish the program, we also had the privilege of avoiding pressure to the teachers. As the individuals we desired them to be, some teachers enthusiastically grasped and fulfilled the concept as soon as possible, the remainder were allowed the time to absorb it. Since the project did not go away, those who were not doing it gradually picked up various elements of it and began working it in without conscious effort. It became an attitude of the school, and was gradually accepted until even the negative teachers finally found themselves doing it. The pertinent conclusion here is that many worthwhile projects that have "failed" in the past, may well have succeeded if given a realistic time frame to allow change to take place. There may well be many innovative projects that succeeded by the carryover after the final evaluation indicated a lack of success.

b. Elementary Student Advancement. As indicated earlier in the report, the more advanced the student grade level, the more difficult it is to get a fully-rounded career education background. A small school such as Penasco is almost impossible to schedule for courses such as Decision-making and Job Survival, the most imperative of skills for seniors about to graduate. The attempts should continue--sooner or later a way will be found within small-school faculty-time limitations. In the meantime, the elementary career education activities include decision-making and getting-along-with-others as a natural foundation for job survival skills. With the maintenance of the elementary grade kits, and the use of them in the generalist elementary teaching structure, the elementary students will grow up with these skills so that they will no longer be necessary at the senior high school level.

A further, long-term fallout here is the eventual effect these elementary students will have on the teaching approaches of their future secondary teachers. At the start of Years Two and Three, entering seventh graders were already challenging their new teachers for the meaning and relevance of certain course activities to the realities of life beyond school. By the time the Year One Kindergarten students have completed seven years of exposure through the elementary grades, they will be very seriously challenging all their secondary teachers. And the secondary teachers will not be able to permanently close these forthcoming students off. The unresponsive teacher may find himself closed off by his students. And even though they may no longer challenge that teacher, they will continue to challenge their other teachers. The groundwork for permanent change will be laid. Any school system with as thorough a grounding in elementary career education as the Penasco Schools will eventually become a very different and much more vitally responsive school to its students.

3. Effectiveness of Teacher Reinforcement

From the first publication of the annual Activity Book and the Lo Que Pasa Newsletter, some teachers expressed appreciation on seeing their

activities reported. This was a normal gesture and it was accepted as such. It was not until Spring of Year Three that teachers began asking if their activities were to be included in the forthcoming annual book of "A Partial Collection of Activities Fulfilling Careers Education in the Penasco Schools."

The teacher inquiries suddenly coincided with our previous surprise at 100% teacher classroom fusion. For every compliment a teacher receives, he usually receives several criticisms or complaints. The average teacher is not accustomed to public reinforcement. We gave it as a matter of course, to illustrate activities for the enlightenment of other teachers, and naturally to give credit where credit is due. Teachers are unaccustomed to publicized recognition; being human individuals they hunger for it as much as anyone else.

Since the student response in any class is generally improved once a teacher has incorporated career education elements into his class presentations, it is logical to presume that regardless of his reason for trying it, once he has tried it he will continue it.

This should be a valuable tool for any change agent installation in the future.

C. Transportable Elements

1. Successful Change Agent Techniques.

All of the above examples are transportable to any new project installations: respect for teacher individuality, allowing sufficient time for the innovation to take effect, and public reinforcement of teachers involved to stimulate other teachers to seek out their own public recognition.

2. Significance of Media Center Simplicity.

Media centers are normally conceived of as having several forms of media accessibility, from basic books through cassette tapes and filmstrips to microfilm or microfiche, and even to computer terminal print-out facilities in some areas. To establish a method of retrievability within the PENCEP Student Media Center, which went as far as the microfiche progression above, the project developed the occupation file card shown in Figure 4 on page 40 of this report. This card not only fulfills the requirement of indicating all available material pertaining to a particular occupation, it also provides the vehicle for any school, regardless of funding resources, to establish their own equivalent of a career education media center at a cost of clerical labor alone.

Whatever resources a school may have, even a school limited to a small library alone, those resources when listed in this manner provide a media center. A center is not dependent on either space or equipment, it is dependent solely on the manner of the catalogue accessibility. Whatever can be located on any occupation may be listed on the card.

This may be considered too simple unless one puts himself in the place of average students. One may state that if a student is taught how to truly research a library, he has no need for a separate card file breakout. But how many students, regardless of being taught, truly know how to research a library? And of those who do know, how many would think to seek out information on an automobile designer in the fiction work of Motors by Arthur Hailey? Many students would not even think of looking in a basic encyclopaedia for such information.

A further advantage of such a card is that it is not tied to the required but artificial structure of the Dewey Decimal System. Any pamphlet, filmstrip, movie, or other such resource can be listed on this simple file card. A further element of user facility is the simplicity of alphabetical organization of these file cards. If one were to look up the normal catalogue file card, whatever he located might well lead to several steps of cross-index file checking. The purpose of a library or media center is to make the information as easily accessible as possible, not to test the average student's research ability. Too many students never fully understand how a library works, and they are afraid to admit that lack of understanding.

Regardless of the on-hand resource of the average school or school library, whatever is there can be referenced in this manner to fulfill the purpose of a student media or career resource center. No extra accessions or space is needed beyond an additional file catalogue. The card can also be used to reference a page number of a book in the counselor's office, or a specialized book permanently located in the room of a specializing teacher.

Anyone can develop the equivalent of a media center in any school.

D. Self-sustaining Aspects and Abilities of the Project

1. Career Education Coordinator

Now that the fact of career education has been installed in the Penasco Schools, a fulltime coordinator is no longer needed. As in the majority of New Mexico Districts, the Director of Instruction will take on this responsibility in addition to his other duties. This fact has been agreed to by the school administration and Board of Education. Through a shift of his Title I administrative responsibilities to another individual, Director of Instruction Gilbert Duran will have a new block of time opened up for coordinating the larger-than-average scope of the program this project has established. Mr. Duran has a broad and varied background of teaching, counseling, and administration in this school as well as in other schools and in the State Department of Education. Mr. Duran's agreement to take on this responsibility is assurance that PENCEP will continue to be capably coordinated.

2. Classroom Fusion

All classroom elements of the career education thrust are designed to be self-sustaining. The working kits, films, and associated

materials are not only installed within the schools, the teachers are in the habit of using them. The teachers want to use them. This last statement is of the most importance. It is easy to go out and buy or secure materials. The fact that teachers now strongly desire to continue using them is the primary element of a self-sustaining project.

3. PENCEP Media Center

The Media Center was deliberately located adjacent to the secondary school library as an extension of the library. Note that many library books were permanently checked out to the media center, so noted on the library catalogue cards for their location, and now must be checked out of the media center. The project furnished a fulltime media center specialist. The school board has now budgeted for an additional fulltime library aide and broadened the school librarian's administrative responsibilities to sustain this facility.

4. PENCEP Exploration/Evaluation Skills Center

All costs of the Skills Center were carried by the project. The school board has budgeted for a fulltime aide to the Industrial Arts Teacher for the sole purpose of operating the Skills Center. His materials budget has also been increased to cover the consumables of the center. Administrative responsibility will rest with the Industrial Arts Teacher as a natural extension of pre-occupational, exploratory instruction.

5. Work Study

This matter was discussed thoroughly under the sections on Work Study (III. B. 5.) and The Advisory Committee (III. B. 6. a.). It remains to be seen if the community will initiate the type of business that may absorb this need.

6. Penasco Valleys Arts and Crafts Fairs

The Penasco Committee for the Cultural Arts proved itself capable of sustaining this activity with the third fair in project Year Three. All parties concerned want to continue it, therefore they will continue it.

7. Teacher Reinforcement for Career Education Implementation

In the final in-service meeting with the teachers, when they received the Third Edition of A Partial Collection of Activities Fulfilling Careers Education in the Penasco Schools, it was proposed to them that in the future they write up reports of their own activities in the same format to be cut to stencils, mimeographed, and bound by the Office Education Classes, for local and state dissemination under the direction of the new Career Education Coordinator.

8. New Teacher Orientation

The manner of new teacher orientation has shifted across the years of the project by two factors: 1) Now that sustaining teachers are well into career education, new teachers accept and learn quickly from their peers; and 2) the project now leaves materials established specifically to the needs and background of this particular school district, as such they are far more easily assimilated for local use than the original general and theoretical materials.

It was recommended that the new Career Education Coordinator hold a series of several in-service seminars for new teachers, utilizing the following materials left for this purpose.

- a. The PENCEP Process Book
- b. The PENCEP Process Slide/Tape
- c. Singer Careers Newsletter
- d. A Partial Collection of Activities Fulfilling Careers Education in the Penasco Schools; First, Second, and Third Editions
- e. PENCEP Target Model
- f. PENCEP Circle Model
- g. PENCEP Element/Outcomes Matrix
- h. PENCEP AV Materials Catalogue
- i. Orientation to the Skills Center
- j. Orientation to the Media Center
- k. "The Fascinating World of Work," Filmstrip/Cassette #1
- l. "Facing Facts about Vocational Education in Your Career," by Prudential Insurance Company
- m. "The Most Important Person in the World," sample 4-minute film from the Identity Unit.

E. Recommendations

1. Allow Time for Change Installation

Many projects, including some previous projects directed by the PENCEP Project Coordinator, experience partial success by the end of their funded time capacity. Of the partial successes, some continue on their own to full success, and others die for lack of the final push. Most such partial successes are written off as a poor hypothesis not to be repeated by the funding agent. The current project might also have been but a partial success had it been terminated at the end of 18 or 24 months. It was only in the last year that full success was achieved.

The installation of a new perspective to education takes slow, gentle, careful, and deliberate steps of change. This is not only true of an isolated mountain community of fiercely independent people such as Penasco, it is true of any educational environment. Tradition dies hard, and the wheels of change must be pushed slowly and patiently, without undue pressure. If one attempts to mandate fast change, he will have simultaneously mandated failure. Teachers will not respond to quick-change directives for overall attitudinal change. And regardless of how effective administration may consider itself, teachers are

the vital key to successful implementation and change in any school system. Unless the teacher is respected as the key to the student, the teacher will not respond and the students will never receive the proposed benefits.

Legislators demand quick, pragmatic results to justify their funding expenditures. But it is wrong to presume that the patterns of 30 or 40 years leading to situations requiring change should be revised in matter of a few months. The change must but be one of desire. No conscientious teacher likes to be told he has been doing the job wrong. So far as he is concerned he has been doing it right or he would have made the changes himself.

This is a recommendation that any proposed change, worthy of funding to install, be given adequate time not only for installation but for follow-through to take place.

2. Evaluation of Year Thirteen

Career education is a womb-to-tomb conception. Only historians will be able to perceive the total effect. But there should be a marked change in the overall attitude of any project school by the time the Year One Kindergarten students graduate from Grade Twelve. It is recommended that a re-evaluation take place in Year Thirteen to assess the overall results of total-exposure students. The results may be startling. To deny this type of long-term evaluation is to admit that one is merely putting out brush fires instead of teaching people not to start brush fires in the first place. This is especially important in a period when brush fires may be easily whipped into full scale forest fires. It may be unrealistic in political life, but it is a recommended consideration of this project.

3. Use of Teacher Reinforcement as a Tool for Change

Reinforcement is an established principle of behavioral instruction. This was not classed as or conducted as a behavioral project. However, through the use of publicized class activities to stimulate other teachers to show like initiative, it became apparent that many other teachers were initiating like activities for reasons of personal recognition. It is not known how many teachers were consciously convinced that they should do it for the benefit of their students, but it is known that many of them finally saw a chance for personal recognition and therefore worked to achieve it.

As stated in subsection B. 3. above, teachers are so often criticized for real or presumed faults, and so seldom complimented, the use of this established tool should be emphasized in the context of educational change agent installation.

4. Do Not Subsidize Rural Work Study

It is unrealistic to expect an isolated rural school district to subsidize work study programs. It was a logical part of the original proposal to subsidize this program and was so funded, not only for subsidized student payroll but also for the fulltime efforts of the

Job Placement Officer and part-time efforts of the Project Coordinator and the Project Secretary. It succeeded so well that the community is shocked to realize that unless the work study refunding proposal is granted, it will come to an end at the close of project funding. As described earlier in the report, the challenge of post-project work study has been the prime objective of the Advisory Committee.

It was later understood that one reason for such a considerable subsidization was to partially relieve the economic stress of the Penasco area. When the pay raise contributions of the employers were added to the wage funds of the project, \$28,000. was taken home by 80 students in Year Three alone. This was most appreciated by their families as well as the students. The aftermath of this cut-off will be akin to a lumber mill or a coal mine closing down and cutting off the payroll. As such, it represents a harsh fact of career education for the outside world. But this was not a goal statement projection of the proposal.

As an integral part of a successful educational innovation, it will result in a serious sabotage to the overall program achievement. It is a built-in roadblock to a total self-sustaining program. In this instance, we showed what could be done, and then, in effect, said that it was a contrived accomplishment, incapable of continuing with available resources. After the letdown to subsequent junior and senior classes, the reaction to future such educational innovations will therefore be negative rather than positive.

On the basis of this experience, which included a growing attitude that if a student didn't get paid he wouldn't do anything beyond normal class activity, the project must recommend that future career education funding exclude subsidized work study. Instead, proposals for rural, isolated school districts should call for the initiation of cooperative, unpaid work study as part of the school credit day.

Employers of small rural businesses do not have the income to warrant employing students themselves. They can be convinced to allow students to come in and help them in various aspects of the businesses. Much of the student incentive to truly apply himself to this, without pay, would come from the opportunity to get out of school and work in the real world-of-work for one morning or afternoon a week. If he did not apply himself to the job, he would be "fired" and thus be deprived of this weekly break in the school routine.

If the student was allowed to work within the school itself, as a tutor to other students or in any number of other jobs, there would be the benefit of work study for the student and staff amplification for the usually understaffed rural school district.

5. Job Placement Service is Extraneous to Career Education

The operation of a job placement program from this isolated area was attempted, and is not considered feasible from a rural site. Note that the initiation and maintenance of the project work study program from this isolated area was a full time job in itself for the Job Placement Officer.

The challenge of finding jobs and placing graduating or dropout students requires a considerable amount of one-to-one interaction with both students and prospective employers. The time and travel expenses for prospective job interviews is of itself a prohibitive factor. It is logical to presume a worthwhile and effective effort within a large urban area, such as the outstanding job placement operation within the Houston schools. There are not only many employers available within the immediate area, there are also a multiplicity of types of job categories to fulfill the varied career aspirations developed through career education. Even if one were to invest the intensive time travel required to fulfill job placement from Penasco to Santa Fe, Albuquerque or Denver, it would too often result in placement in a job contradictory to the hard-won, specific career aspirations developed through career education.

The only effective fulfillment perceived by the Project Coordinator would be the location of two Job Placement Officers, one located within the state metropolitan areas to take job request "orders" from the counselors of the rural schools. This is already established in part by the various state offices of the Employment Security Commission.

The only feasible job placement assistance from within the rural school system itself is the strengthening of the already-established career education element of Employability Skills. These challenges include the importance of teaching a student how to go about finding jobs and then successfully completing required forms, letters, and interviews to secure jobs. Part of the student evaluation of a potential career occupation is the determination of where the jobs in that career are available, how many openings usually come up within that job in a given year, and how to go about securing such a job position. These are required exit skills for every student, professional and nonprofessional.

Career education also teaches that most workers have a number of jobs across the fulfillment of their chosen career fields. Even if an urban school places a student in his first post-school job, the student is going to have to know how to go about securing his succeeding jobs. Once a student knows how to go about securing a job for himself, he has relatively little need of a placement service. The successful installation of this capacity within a student, already accepted as a necessary element of career education, makes the further installation of an effective job placement service a superfluous element of the career education model.

PENCEP may change valley

By BILLIE BLAIR

When the school year drew to a close in the mountain valley of Penasco, so did a three-year government funded career education program dubbed PENCEP.

But the PENCEP program will leave behind more than attractive, studiously written reports to be filed away in sterile government offices.

It has helped the people tap into the areas in which they are rich—their Spanish Colonial heritage, the abundance of forest and their agricultural ability to make the most from a rocky, hard land.

Three on-going projects have been taken over by students and the community: an annual valley arts and crafts fair, a solar greenhouse and the possibility of a wood products industry.

PENCEP began the fair three years ago in the valley rich with Spanish Colonial crafts. This year, to insure the fair's life after PENCEP, a community group calling themselves the Penasco Committee for the Cultural Arts organized and ran the arts and crafts exposition.

They are determined that people of the 27 valley communities will have a showcase for their talent now that the government program is done.

The solar greenhouse, denied funding by the Government Energy Commission, has been taken in hand on a smaller scale by Penasco High School students themselves.

Led by two student members of the PENCEP advisory committee, Pam Vigil and John Sanchez, the students aim to raise money to build a 100-foot square experimental solar greenhouse. They are in hopes the model will encourage farmers to build individual greenhouses to provide fresh produce year round.

Perhaps the most ambitious project generated by PENCEP is the possibility of a wood products industry. Again, the community, working with the Forest Service and the UNM Bureau of Business Research, is following through on seeking private capital to create a clean, nonpolluting industry. It is a business which would enable people in the valley to go to work at home.

Today jobs are scarce in the Penasco valley. The unemployment rate is 12-14 per cent with 45 per cent of the families on welfare. Graduating students must either leave Penasco or travel long hours by carpool to work in Santa Fe, Los Alamos or even Taos.

The wood products industry would utilize native timber in creating hand-crafted northern New Mexico furniture. A tentative game plan foresees some one dozen 6-10 person craft shops scattered throughout the valley. Each shop would be supervised by a master craftsman and employ apprentices, as well as work-study students from the schools.

The life of work-study, one of the phases of the PENCEP program itself, is still hanging fire.

PENCEP director Paul Shelford is optimistic that the program may be continued for another year. Funding has been sought from the Office of Career Education, and notification is expected at the end of this month.

The work-study program, supervised by Moises Mondragon, placed 39 PHS seniors in first-time jobs in Taos and found jobs for junior class members in Penasco.

Students left the valley before light and returned after dark during the winter months to pursue one-day-a-week jobs in Taos businesses.

What was the aim of PENCEP—a program funded by Part D of the Vocational Education Act?

To increase the level of aspiration, says Paul Shelford. Students were taught that old American dream—that any kid can do what he or she wants within his level of ability.

On paper the results look good.

At the start of the program, only 28 per cent of Penasco High School graduating seniors went on to college. This year 40 per cent will enter college classrooms in the fall.

Reversing the figures, 40 per cent from the class of 1974 went to vocational-technical schools, while this year 25 per cent will pursue that goal.

Perhaps the most rewarding figure, though, is that this year there are no students who were undecided about what course to take after high school—whether it be to further education, jobs, the military or marriage.

That was the purpose of the PENCEP program—helping students learn to make decisions about how to live.

It began in the lower grades of both the public school and St. Anthony's. The little ones were taught through puppets, films and workbook kits about occupations and themselves.

Nine out of 10 people are fired from their jobs, not because of lack of technical skills, but because they cannot get along with other people.

The ability to get along with others was taught by PENCEP as an employability skill.

Middle grade students were taught the importance of basic skills in jobs.

What can you do that doesn't require arithmetic, students were often asked.

Eighth and ninth graders were introduced to the skills center run by Ida Martinez. It allows students to try their hands at basic occupational skills—from plumbing to baking to cosmetology.

At the age when dropouts often occur, students get a chance not just to be told how to do something, but to do it.

High school juniors were introduced to the world of work through Work-study, while seniors got a chance to move out into Taos and work at learning type jobs.

Will career education continue in the Penasco school system?

"I don't mean to brag," says Shelford, "but I don't see how you could stop the teachers from continuing it in the classroom."

He cites one mark of success that the government types and project consultants call 100 per cent fusion. Translated, this means that every teacher in every classroom chose to use career education components in teaching.

Shelford tells the success story of a first grade teacher of 21 years experience. After reading her youngsters' career education notebooks, she remarked, "All of a sudden, I understood these kids better than I had ever understood any others."